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ABSTRACT

This guide was written to help high school students to plan for their lives after high school, regardless of whether their interests are directed toward the work place, vocational education, or institutions of higher education. The goal of the guide is to enable students to create and organize a plan tailored to their own needs and objectives. Following a brief introductory section, the guide is divided into three major sections. The first of these focuses on career planning and includes many short surveys on a variety of topics that, when completed, can provide students with an honest assessment of their strengths and weaknesses. A section on "Career Bubbles" gives students some ideas concerning what college majors or subject area interests can lead to in the area of careers. Tips are given for presenting oneself at a job or college interview and for preparing a resume. The next major section of the guide focuses on college admission. It provides information and timeliness to help college-bound students formulate their plans. The final section on financial aid discusses the financial aid form and describes programs for grants and loans. A financial aid checklist is provided and information is given on scholarships available to students in the Bridgeport, Connecticut area where the guide was developed. Other relevant materials are included in a "final words" section. (NB)

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WHAT'S NEXT?

A Guide to Planning Life After High School

Career Planning

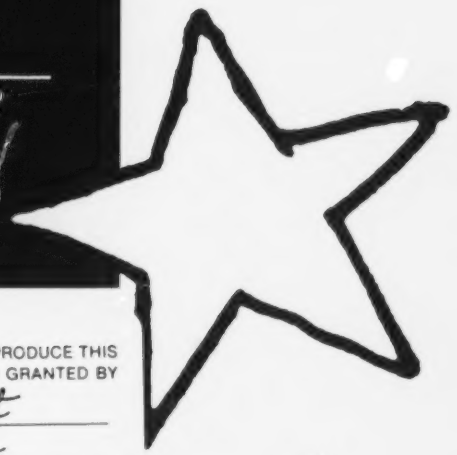
How to pick a career that's right for me?

College Admission

I want to go to college, how do I get started?

Financial Aid

How will I get enough money to go to college?



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A Guide to Planning Life After High School

Career Planning

How do I pick a career that's right for me? Section 2

College Admission

I want to go to college, how do I get started? Section 3

Financial Aid

How will I get enough money to go to college? Section 4

This workbook has been prepared by "MAACS" (Motivation for Academic Achievement and College Study) a project of the Bridgeport Public Education Fund. For further information: call; (203) 338-0517 or write;

MAACS Coordinator, Bridgeport Public Education Fund, 280 State Street, Bridgeport, CT 06604. 2nd Edition, 1992

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Every year since kindergarten, you have had the security of knowing exactly what you would be doing in September — returning to school. As you enter and proceed through high school, this security is suddenly coming to an end. The whole world seems to be asking you, "What do you want to be?," "Where do you want to go to school?," "What are you going to do with your life?."

This guide has been prepared by the Bridgeport Public Education Fund MAACS (Motivation for Academic Achievement and College Study) Project to assist you while you are in high school for your life after high school. Whether your interests and pursuits are directed toward the work place, vocational education or institutions of higher learning, thinking and planning ahead are essential to your success.

What we are trying to help you accomplish is to create and organize a plan tailored to your own needs and objectives. We urge you to use and share this information with your family as well as the guidance and career personnel at the school you attend.

This guide will also help you discover that choosing, applying to, being accepted at and financing a post secondary school education does not have to be an overwhelming chore. Neither does exploring career options and employment opportunities. Making wise choices will, however, take planning, organizing and decision making on your part.

The information provided here will not answer all of the questions that will arise during this process so work closely with your guidance and career counselors as you make decisions. Use all the resources in this guide and elsewhere. Most of all, start with your planning TODAY and don't panic. You're not in this alone!

CAREER PLANNING

"Mistakes are part of
the dues one pays for a full life."

Sophia Loren
Italian Actress

CAREER PLANNING NOTES PAGE

*USE THIS PAGE TO MAKE NOTES ON **YOUR** CAREER PLANS*

CAREER PLANNING

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INTRODUCTION

Career Education recognizes the worth of every individual, and the responsibility of the school system to provide learning opportunities that will assist you in discovering and using your interests, aptitudes, and abilities in preparation for a life of productive and satisfying work.

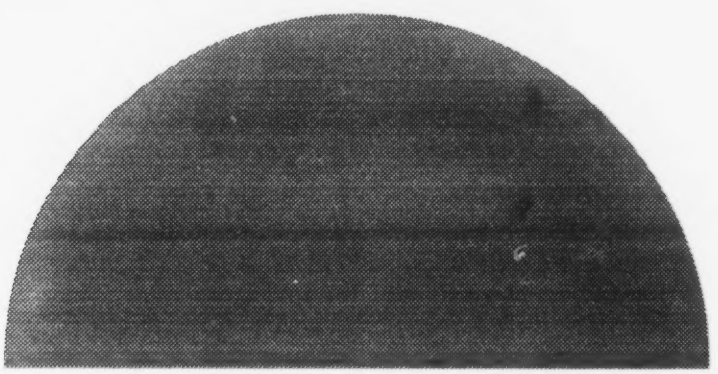
Are you attending school without really knowing what it's preparing you for? Although you know you are working toward a diploma and high school graduation, you may fail to see the relationship between courses you take and your own personal growth and career direction. The goal of the Career Center program is to get you to make a 100% commitment to career planning and decision making.

What's this all about?

A career choice is one of the most important decisions you can make. A 100% commitment means taking responsibility for the path your future takes. It means availing yourself of every resource and opportunity, and organizing your energy into productive channels that maximize your potential.

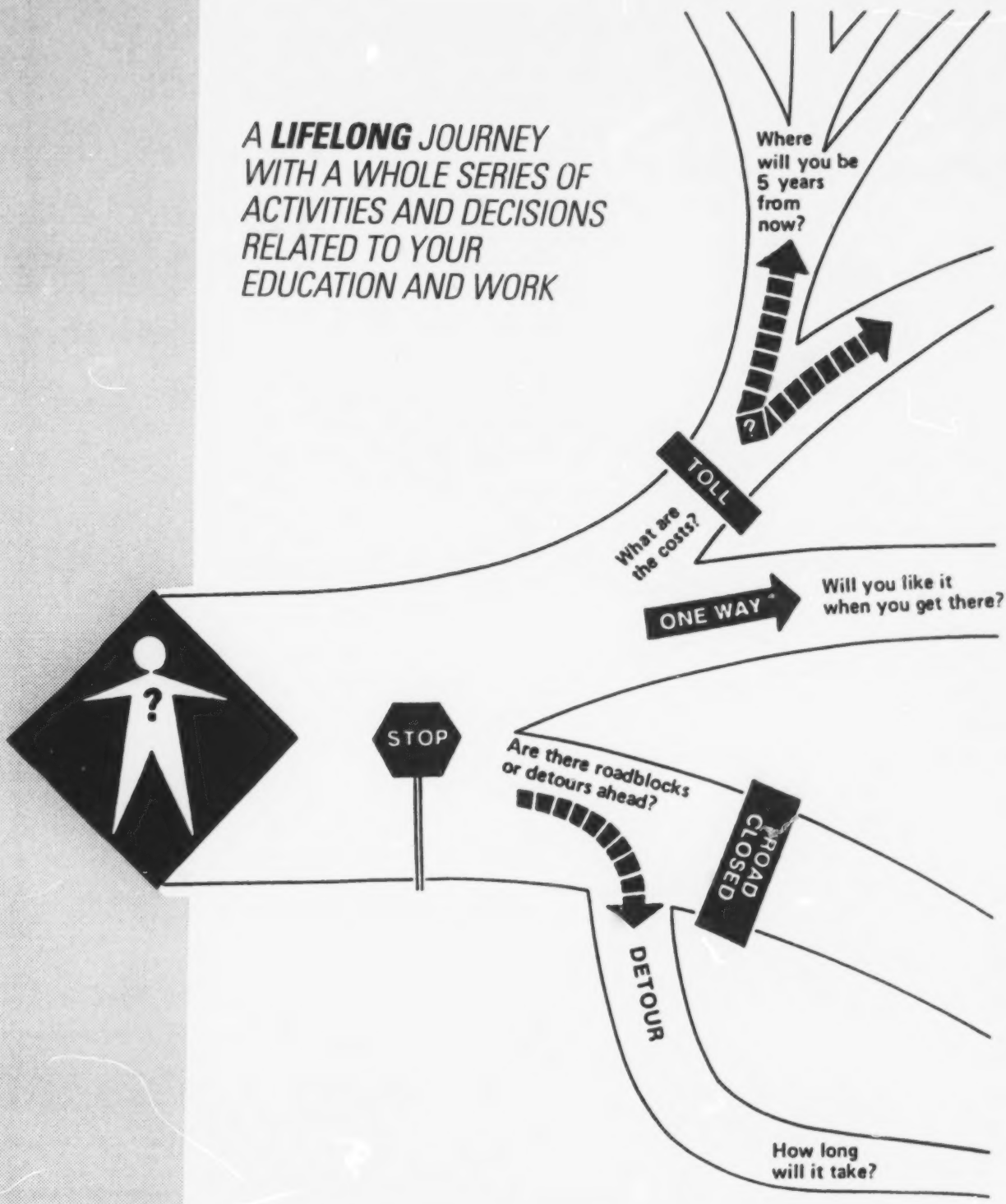
Included in this section on Careers are many short surveys on a variety of topics, that when completed, can provide you with an honest assessment of your strengths and weaknesses. The "Career Bubbles" will give you some ideas concerning what college majors or subject area interests can lead to. Use these resources yourself, or if you would like, share them with a family member, career counselor, guidance counselor or teacher.

We hope this guide will help you to further identify and investigate potential career fields, make appropriate career decisions, and select post high school education and employment consistent with your decisions.



A CAREER IS LIKE A JOURNEY

*A **LIFELONG** JOURNEY WITH A WHOLE SERIES OF ACTIVITIES AND DECISIONS RELATED TO YOUR EDUCATION AND WORK*



WHERE *ARE YOU HEADED NOW?*

WHERE *DO YOU WANT TO GO?*

HOW *CAN YOU GET THERE FROM HERE?*

THINK *ABOUT THESE QUESTIONS WHILE YOU PLAN* ***YOUR*** *JOURNEY*

AWARENESS AND EXPLORATION

The best career decisions begin with yourself; who you are, your strengths, your weaknesses, your values, your interests, and your abilities. Only when you have a good self-understanding, can you begin to relate to the career options available to you.

The exercises on the following pages provide an easy way to help you discover more about yourself in a way that can be applied to today's job market. This can lead to recognition of the kind of work that can bring you personal happiness and fulfillment. Remember, a career field is only good if it is good for you – if it can utilize your talents and abilities and provide opportunity for growth and achievement.

There are no secrets or miracles to success. Everyone can have it. Success is a positive attitude. It's believing in yourself, knowing you've done your best, feeling proud, and feeling good.

THE ONLY PERSON WHO CAN STAND IN THE WAY OF YOUR SUCCESS IS YOU.

1. **Know what you want**
2. **Choose what is right for you**
3. **Make it happen**

The Career Center offers valuable resources and services to help you with career planning. Career counseling and MAACS mentoring provide one-to-one individual counseling services. The job placement programs provide part-time jobs during the school year, full-time jobs for summers, and full-time career ladder jobs following graduation. Computer printout services, career information files, filmstrips, videos and the Career Speakers programs provide valuable updated information on today's jobs, career opportunities that will help you reach your goals, and the employment outlook for your future. It's important for you to take full advantage of all resources, programs, and services.

Listen to the morning broadcast and pay attention to the bulletin board outside the Career Center where all Speaker programs are listed. Sign up for the programs that interest you. Learn as much as you can about possible career fields for you. Ask questions of the speakers, and discuss your concerns with them, your teachers, counselors, parents, and other qualified and knowledgeable individuals.

At the same time, be sure to take the required course selections, as well as elective courses that will support your career choice. Review these selections each year with your counselor and refer often to the information provided in the College Admission section of this guide for the requirements needed for graduation, as well as for admission requirements for colleges and technical schools.

NOW . . . YOUR PLANNING BEGINS

Remember, there are 3 parts to your career planning:

Part 1: **AWARENESS and EXPLORATION**
(Know yourself and today's job market)

Part 2: **DEVELOPING AN ACTION PLAN**
(Choose your career goal; take the appropriate school courses; participate in extracurricular activities; investigate jobs and colleges)

Part 3: **MARKETING YOURSELF**
(Fill out appropriate applications and forms for jobs and colleges; develop an effective resume and prepare for a positive interview)

Always, plan ahead and check your progress.

TIMETABLE FOR CAREER PLANNING

The following timetable is provided as a guide to help keep you on track with regard to career planning. **The key to success is taking action**, and not leaving your future to chance. Use this as a guide along with all available resources and counseling services.

Grades 7, 8 & 9: Self Awareness

1. **Clarify your beliefs and values** – how do they affect the choices you make?
2. **Identify your interests** – select elective school subjects, extra-curricular activities, and volunteer jobs that explore your interests.
3. **Assess your abilities** – make use of them for long range planning
   – take courses that will challenge and develop your abilities
   – discuss your thoughts with teachers, counselors, parents or adult family members.
4. **Eighth grade students** – should be aware of receiving the Program of Studies Book for High School course selection. In the spring of eighth grade, you will have a chance to spend a morning at either Bassick, Central or Harding getting acquainted with the facilities and opportunities at the high school you will attend in the fall.

Grade 10: Career Awareness

1. **Review many careers** – what are your options?
2. **Attend career speaker programs**, utilize computer career information, watch videos and films on various careers.
3. **Relate your self awareness** (values, beliefs, interests, abilities) to career awareness (which jobs in today's market interest you).
4. **Set general goals** – check school subjects with counselors to see if they support your goals and career paths, discuss with parents or adult family members.

Grade 11: Career Exploration

1. **Further investigate** specific career choices utilizing resources and speaker programs, jobs, community work, and extracurricular activities.
2. **Explore possible jobs**, military, college or other post high school education that will prepare you for your career goal.
3. **Develop a plan of action** to reach your career goal – check your progress with counselors, teachers, parents.

Grade 12: Career Choice: Implementing Decisions

1. **Confirm your career goal** — select the jobs or colleges you wish to pursue and prepare all necessary paperwork (applications) on time.
2. **Develop an effective resume**, prepare for a positive interview.
3. **Plan ahead**, and check your progress with teachers and counselors.

CONGRATULATIONS!
YOU'RE TAKING CHARGE OF YOUR LIFE!

SAMPLE SELF EVALUATION OUTLINE

You are beginning a process that will enable you to plan your future, rather than settle for the first thing that comes along. Start by answering the following questions. What do your answers tell you about yourself and the type of job you might be interested in?

Health

1. Are you in good health?
2. Do you have any physical or emotional handicaps that may influence your career choices?
3. Are there any working conditions which you must avoid for health reasons?

Interests:

1. Do you spend most of your free time indoors or not?
2. In what type of activities have you shown the most ability?
3. In what type of activities are you most interested?
4. What clubs or groups have you belonged to?
5. At home, what do you enjoy doing the most?
6. In school, what do you enjoy doing the most?

Abilities:

1. Has a teacher ever praised you in a special area?
2. Have you ever been chosen to lead or participate in a special project, event, or activity?
3. Do you have any special talents or have you learned special skills?
4. Do friends ever ask your advice on a particular subject?
5. Do you know how to do things that most people don't?
6. Are you good at leading others, or do you work better when told what to do?
7. Is it difficult to get you to finish your work?

LOOKING AT YOUR GRADES

The purpose of this check sheet is to help you think about:

What your grades tell you about yourself.

How much of your true effort your grades show.

What your grades show your strengths to be.

1. The highest grades you received last year were in

   _____

2. What do these grades tell you about how hard you worked in these classes?

   _____

3. In which subject did you work the hardest?

   _____

4. What do your grades tell you about your ability to apply what you learn?

   _____

5. How did your grades measure your study habits?

   _____

6. How did your reading skills affect your grades?

   _____

7. In which subjects do you usually get the highest grades?

   _____

8. In which subjects do you get the lowest grades?

   _____

9. In which subjects do you have the highest interest?

   _____

Having done this exercise — What do your grades show your strengths to be and what jobs can you relate your strengths to?

ANALYZING YOUR STUDY HABITS

Your study habits show your ability to discipline yourself and accept responsibility for what you learn. Good study habits are learned skills, and are necessary for success in school. If you recognize an area that you are weak in, work on changing it yourself or speak to a trusted teacher or counselor for some help and direction.

	Study Habits	
	Yes	*No*
1. Do you know the assignment exactly?		
2. Do you keep an assignment notebook?		
3. Do you have definite hours set aside for study?		
4. Do you have a definite place at home set aside for study?		
5. Do you have trouble getting started?		
6. Do you make notes of the important points in the assigned material as you study?		
7. Do you review your lessons briefly before going to class?		
8. Do you complete assignments on time?		
9. Do you collect the necessary materials before you begin to study?		
10. Do you waste time?		
11. Do you find yourself daydreaming while you study?		
12. Do you check over major topical headings before reading the material that follows?		
13. Do you recall main points as you study?		
14. Do you have confidence in your ability to master the subject matter?		
How can you improve your study habits?		

Honesty is the best policy!

TIME MANAGEMENT SKILLS

The decisions you make about how you spend your time affect you greatly. They influence how much you do, what you do, and what kind of person you become. How you juggle priorities and activities necessary for the achievement of a rich and rewarding life requires a conscious effort on your part.

Be In Control ... How well does your current time management satisfy your needs? Do you have enough time for everything you need to do?

Time Management Suggestions ... Listed below are ways to plan effectively and obtain greater satisfaction from your daily activities:

1. **Each night list the most important** things you have to do the next day and do them.

2. **Be flexible**. If your schedule is too rigid, you'll worry about meeting deadlines.

3. **Say "no"** to other people's requests if you don't have the time, and the request is not part of your accepted responsibilities.

4. **Talk** to family members. Ask what is expected of you instead of assuming you know what they want.

5. **Set aside** a specific period of time each night for doing homework, and use that time for school work only.

6. **Monitor your television use.** Designate the amount of time you're going to spend watching television and choose only the programs you want to view.

7. **Make decisions** without fear of failure.

8. **Set personal goals**. Plan to do things that interest you, develop your abilities, and support your personal goals.

9. If you have a part-time job, a reasonable number of hours to work each week is 20 or less. Try not to work beyond 20 hours a week.

SKILLS AND VALUES

As our society has changed from industrial to informational, so must we adapt our skill development to fit the jobs we know will be viable in the 21st century. Below you will find brief definitions as well as questions whose answers should begin to help you focus on your natural and acquired skills.

- Skills you can learn are **acquired skills** (word processing, drafting).
- Skills you were born with, that come easy to you are **natural skills** (musical or artistic talents).
- Skills not used or practiced won't develop — be they acquired or natural.

1. **What acquired skills do you have?**
   What jobs would utilize these skills?

_____

_____

_____

_____

_____

2. **What natural skills do you have?**
   What jobs would utilize these skills?

_____

_____

_____

_____

_____

Values:

Your values are shaped by past experience and influences. As time passes, and you change, your values may change along with your plans and priorities. Since values play such an important role in your life decisions and career satisfactions, be aware of them and be comfortable with them.

Work Values

What is important to you?

List 10 work values from the list on the left, or others that you think of, in order of importance:

variety	1.
liking my job	
helping others	2.
importance, power, status	
having a lot of time off	3.
creative or artistic expression	
job security	4.
making a lot of money	
working in a nice place	5.
excitement, adventure	
regular 9 to 5 working hours	6.
being in charge, leadership	
working alone, independence	7.
good employment opportunity	
responsibility, challenge	8.
advancement opportunities	
ambition, achievement	9.
self esteem, respect	
fun, friendships	10.

OVERCOMING YOUR BARRIERS

One of the most common barriers to good decision making is fear of risk. The more you learn to take the appropriate risks, the more confident and active you will become. You will find that once you are an experienced risk taker you can not go back. You can not unlearn your confidence.

Failure can be a part of risk taking, but failure can be positive if it is used as part of a growth and learning process. All great achievers have failed at something in their lifetimes. Trying something and failing clears the way to try something else or readies you to try again.

Risk taking begins with the small.

What decision did you make in the past year that you considered a risk?

_____

What was the outcome of that decision?

_____

_____

Besides fear of risk, another barrier to good decision making is "I can't".

Name 2 of your "I can'ts:"

I can't _____

I can't _____

Are any of your "I can'ts" preventing you from pursuing your goal and doing what you really want to do with your life?

EXPLORING YOUR SHOULDS

Too many people do not follow their dreams. Their occupational choices are often influenced by what other people think they should do.

Evaluate the importance of the expectations of the following people on your career choice.

Circle the person(s) who influences you below

	Expectation Level and Influence		
	Low	Medium	High
Mother			
Father			
Guardian			
Girlfriend / Boyfriend			
Siblings / Aunts / Uncles			
Close Friends			
Teachers			
Counselor			
Other			

If you can dream it...

You can become it!

Think about the strongest shoulds that have been imposed on you. Which are the "shoulds" that really matter?

I should _____

_____

_____

I should _____

_____

_____

These feelings, beliefs, and values will have some weight on your career choices, but they should be balanced and considered with the dreams that **you** hold.

EXPLORING YOUR NEEDS

Psychologist Abraham Maslow studied the relationship between needs and motivation, and suggested that it is what we need that motivates the way we act.

Maslow developed a hierarchy of needs which he diagrammed as a pyramid, showing five levels which motivate us.

At the first level is **survival**. At this level, we strive for food, clothing, and shelter — our basic needs to be alive.

At the second level is **safety**. At this level, we strive for security — savings, insurance, our own home, a safe working place, and a safe community.

At the third level is **belongingness**. To achieve this, we strive for good relationships with family and friends, recreational opportunities, and associations with community groups.

At the fourth level is **esteem**. At this level, we strive for recognition and respect in our work and in the community. We seek more autonomy and more individuality. We take on more responsibility and challenge.

At the fifth level is **self actualization**. This is the highest level where we strive for the highest development of personal potential, including the establishment of individual goals, and the ongoing growth of personal freedom, creativity, responsibility, mastery of skills, and accomplishments.

Many people work to achieve the basic levels of survival and safety. A person's work, a family of one's own, or participation in recreational activities or clubs fulfills the level three need for belonging. Work takes on more importance in level four when it becomes crucial to develop a sense of confidence and master achievement in one's life. For many people, their sense of self-esteem comes from their work.

Once the first four levels of needs have been fulfilled, a person needs self-actualization. This deals with the concept of having a mission in life.

Consider your own feelings and thoughts regarding your needs, and answer the following about yourself:

What need level motivates you the most now?

EXPLORING YOUR NEEDS *continued*

At this time in your life, what fulfills your need for:

survival _____

safety _____

belongingness _____

esteem _____

self actualization _____

How do you think this will change 5 years from now?

_____

_____

10 years from now?

_____

_____

How will the career you have chosen fulfill your need for:

survival _____

safety _____

belongingness _____

esteem _____

self actualization _____

Do you feel you have a mission in life? If so, what is it?

_____

_____

_____

JOB FAMILIES

Although any job will involve some work with PEOPLE, DATA, THINGS, & IDEAS, *most* jobs are heavy on only one or two basic work tasks. This is shown by the chart below. The bolder X's mark the work tasks usually involved the most.

Job Families	*People*	*Ideas*	*Things*	*Data*
Business Sales & Management				
A. Promotion & Direct Contact Sales	**X**	X		
B. Management & Planning	**X**	**X**		
C. Retail Sales & Services	**X**	X		
Business Operations				
D. Clerical & Secretarial Work	X	**X**		
E. Paying, Receiving, & Bookkeeping	X	**X**		
F. Office Machine Operation		**X**	X	
G. Storage, Dispatching, & Delivery			**X**	
Technologies & Trades				
H. Human Services Crafts	X		**X**	
I. Repairing Home & Office Equipment		X	**X**	
J. Growing, Caring for Plants/Animals		X	**X**	
K. Construction & Maintenance		X	**X**	
L. Transport Equipment Operation		X	**X**	
M. Machine Operating & Repairing			**X**	
N. Engineering & Applied Technologies		X	**X**	X
Natural, Social & Medical Sciences				
O. Natural Sciences & Mathematics			X	**X**
P. Medicine & Medical Technologies	X			**X**
Q. Social Sciences & Legal Services	X			**X**
Creative & Applied Arts				
R. Creative Arts	X			**X**
S. Applied Arts (Verbal)	X			**X**
T. Applied Arts (Visual)			X	**X**
U. Popular Entertainment	**X**			X
Social, Health & Personal Services				
V. Education & Social Services	**X**			X
W. Nursing & Human Care	**X**	X		X
X. Personal & Household Services	X		**X**	
Y. Law Enforcement & Protective Services	X	X	X	

Name the above job families that interest you most:

Name the specific job area that interests you most:

ABILITIES AND INTERESTS RELATED TO WORK

People:	Data	Things	Ideas
Ability to work with, serve, help, amuse, or influence the actions or thinking of people.	Ability to handle details, facts, figures, records, or files quickly and accurately. Ability to develop systematic ways for doing so.	Ability to operate, repair, or build machinery or equipment, or to understand how living or non-living things function.	Ability to solve problems and express thoughts or feelings in inventive or artistic ways.
Examples: Social skills Persuasive skills Leadership	**Examples:** Clerical skill* Language usage* Numerical skills* Management skills	**Examples:** Mechanical reasoning* Space relations* Numerical skills* Manual dexterity	**Examples:** Creativity Problem solving ability Artistic ability in chosen field
Reading Skills*, Numerical Skills*, and Language Usage*, are general abilities used in most types of work, school courses, and many job preparation programs.			
Social Service	**Business Detail**	**Technical**	**Creative Arts**
Business Contact	Business Contact	Science	Science
Creative Arts	Technical	Business Detail	Social Service

Recognizing your abilities and interests will help you focus on the career you would like to pursue. Look at the chart above and decide which category your abilities and interests are strongest in:

People _____

Data _____

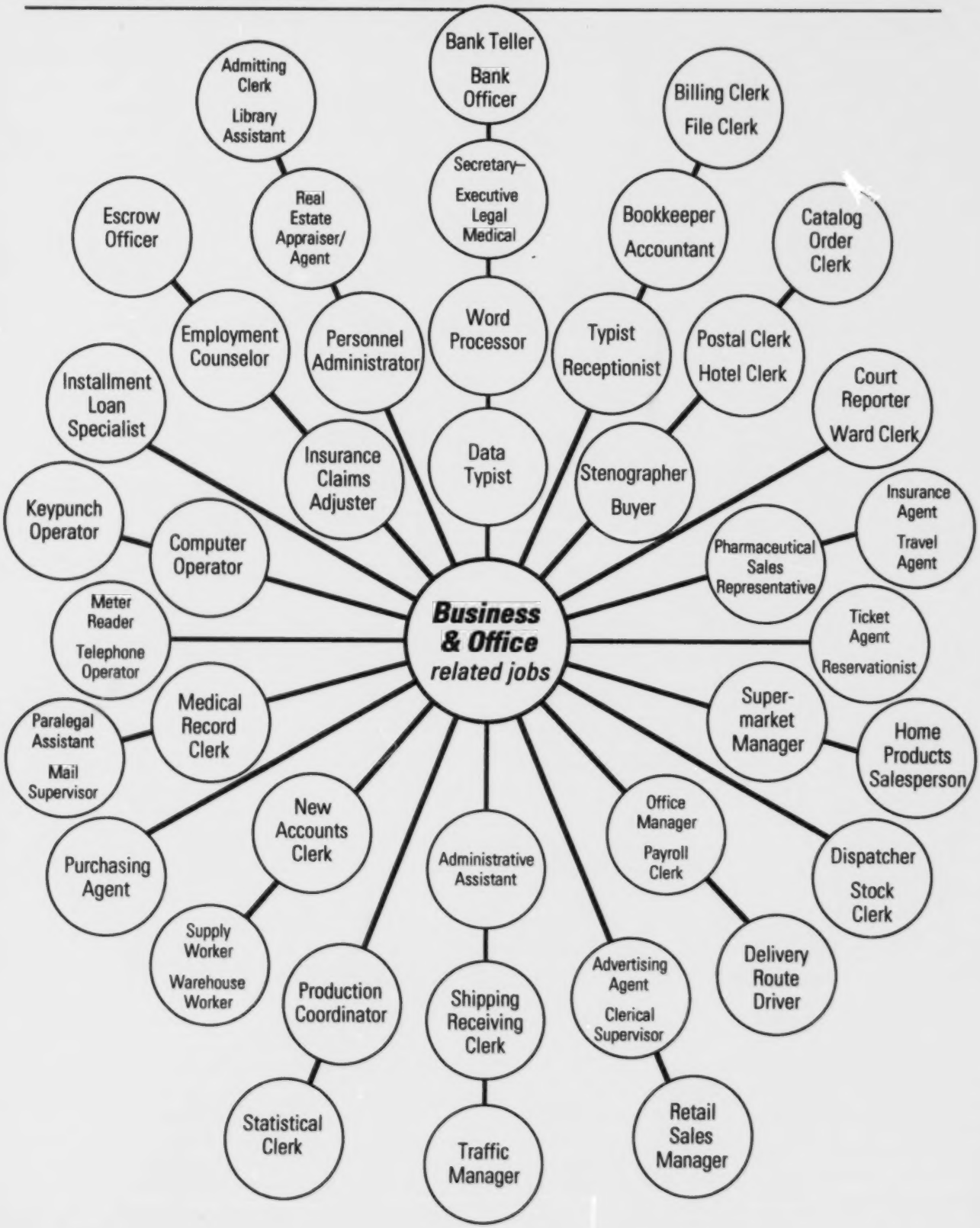
Things _____

Ideas _____

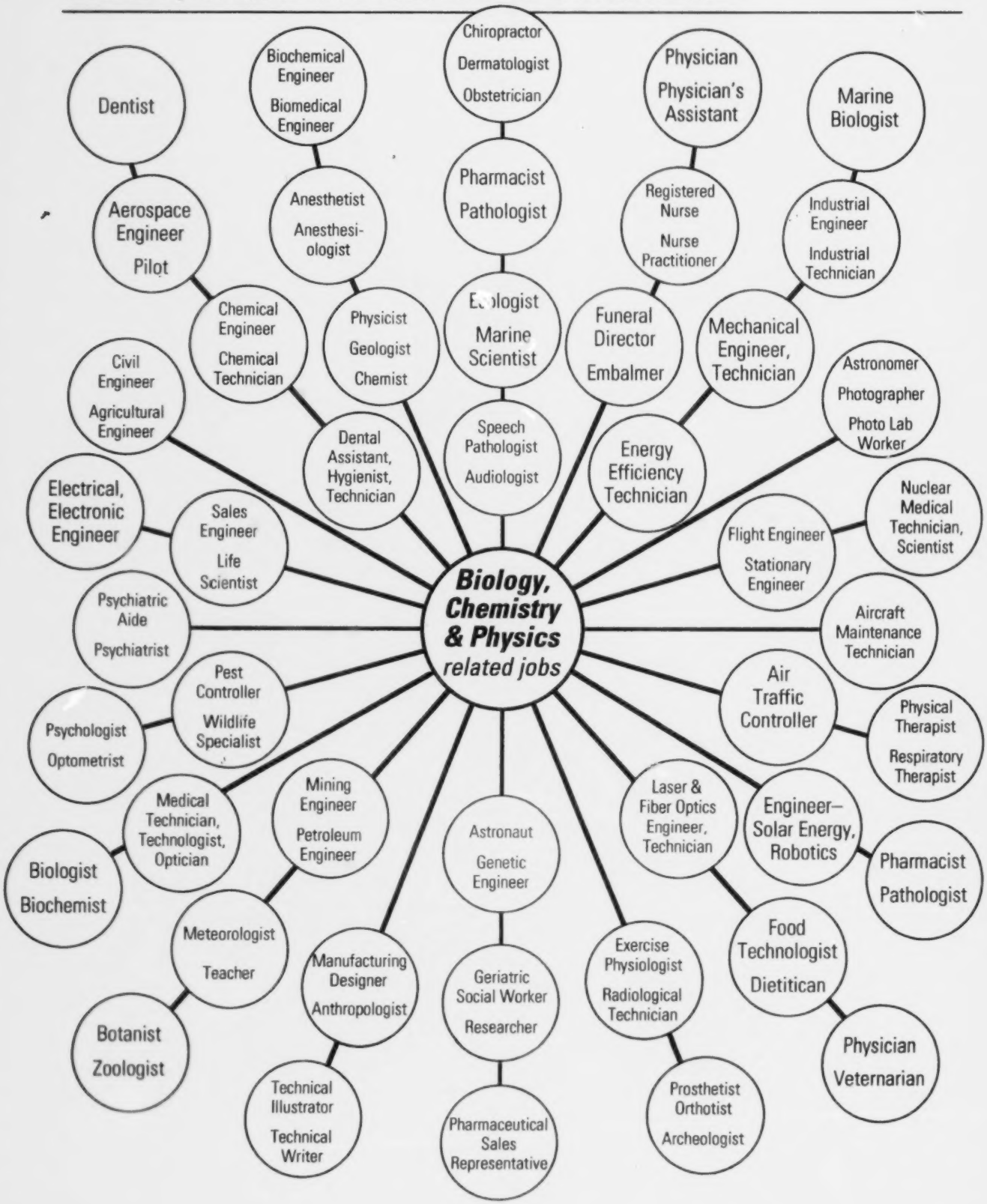
What related abilities and interests do you have to support your choice?

THE ARTS – Related Jobs

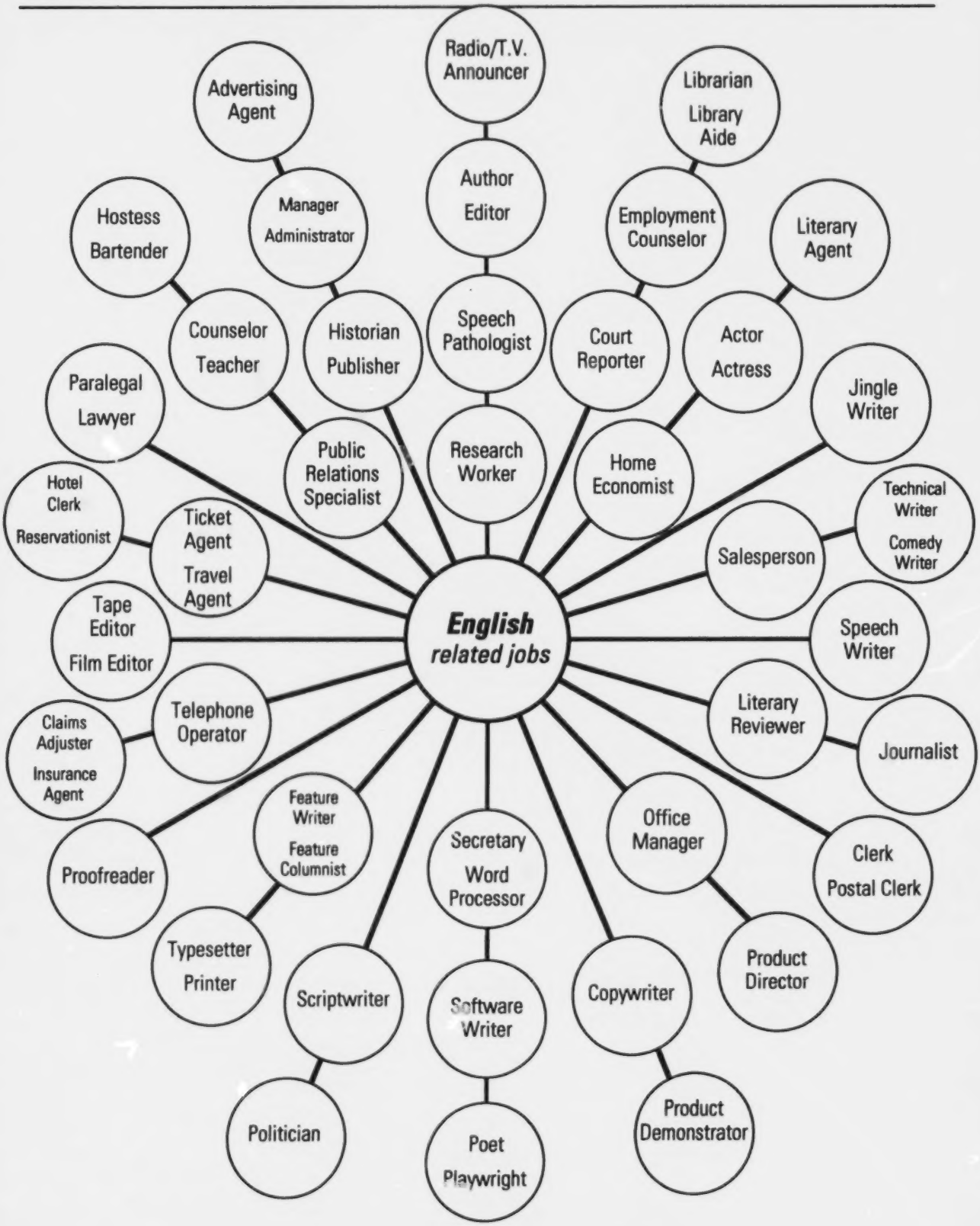
BUSINESS AND OFFICE – Related Jobs



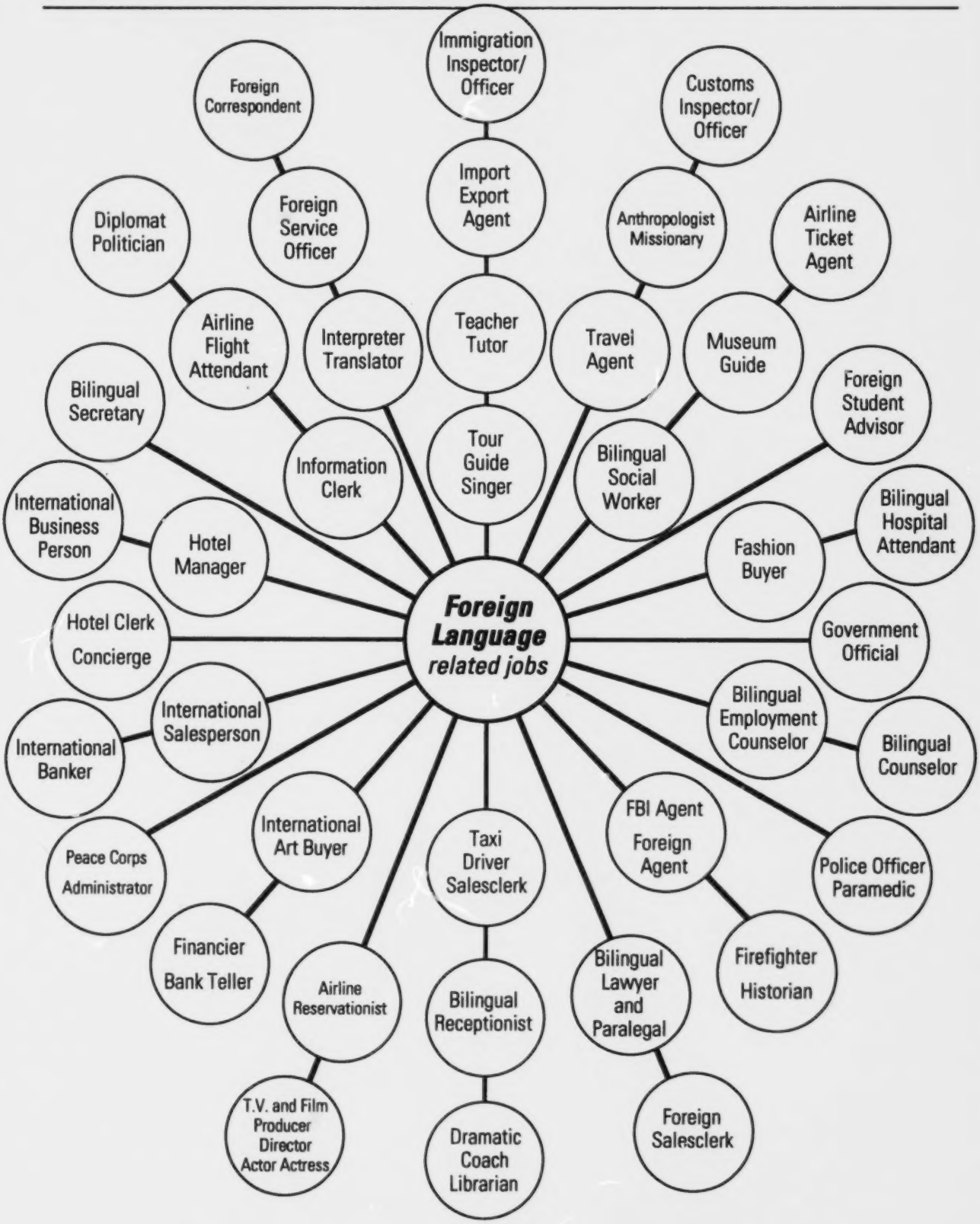
BIOLOGY, CHEMISTRY AND PHYSICS– Related Jobs



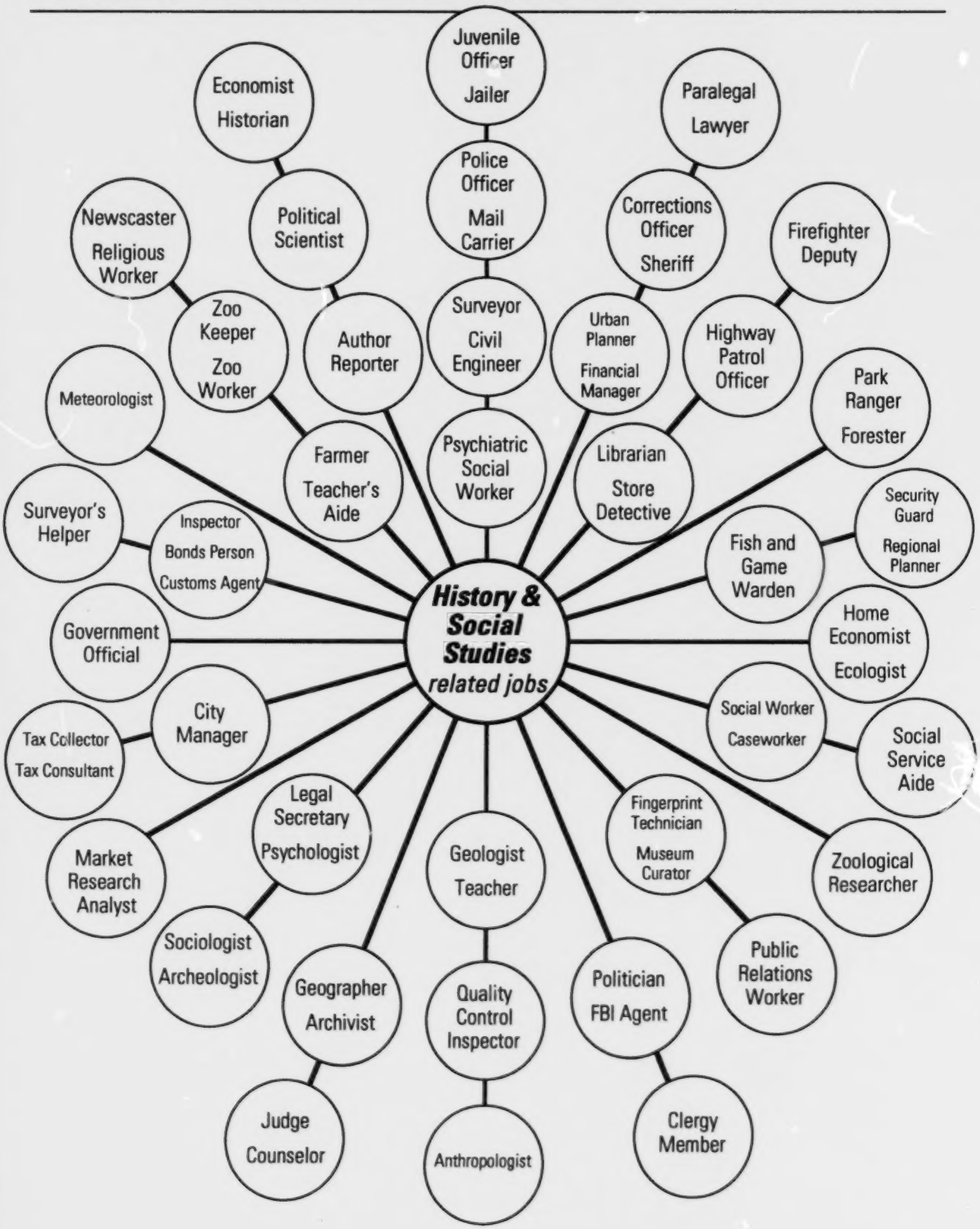
ENGLISH – Related Jobs



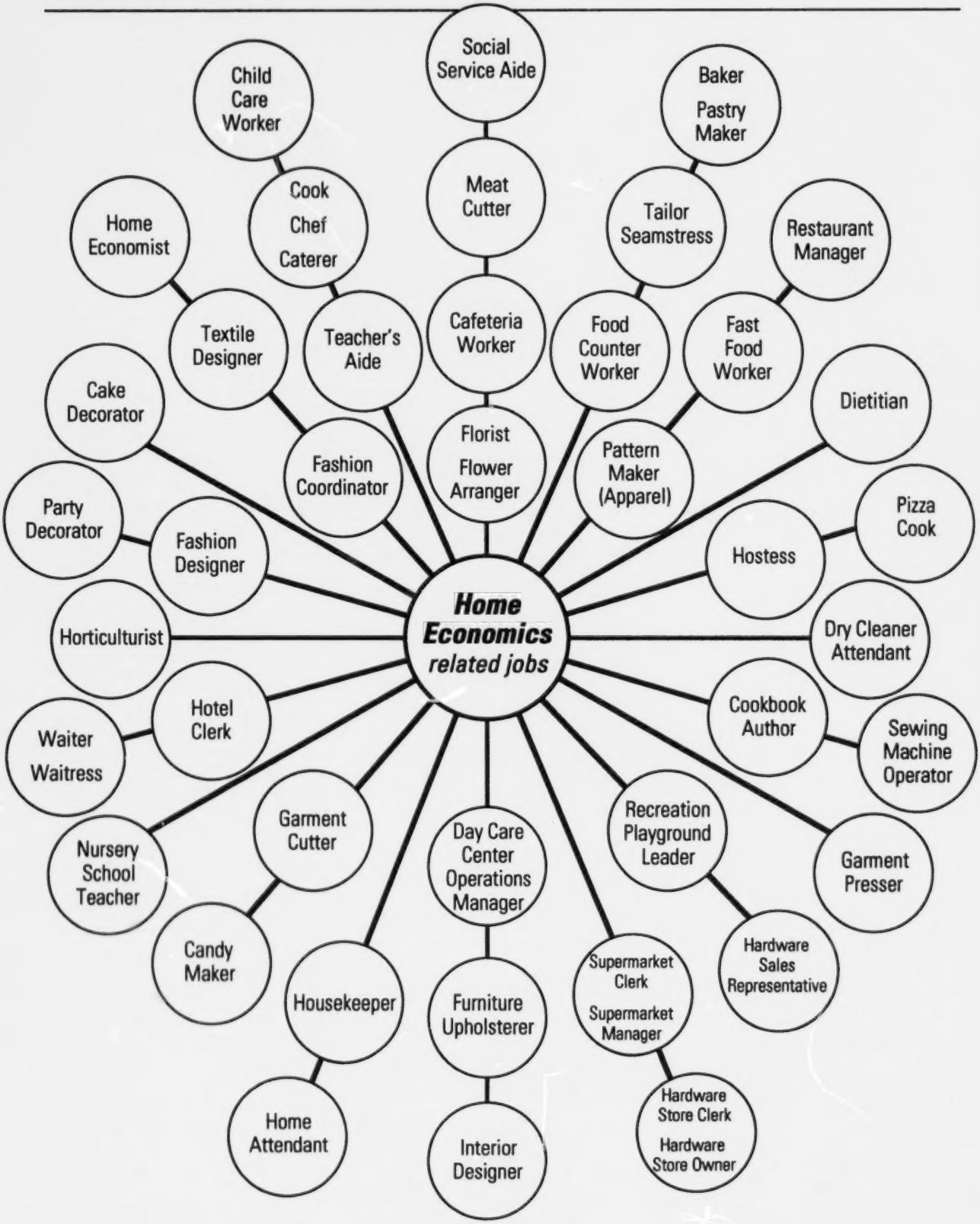
FOREIGN LANGUAGE – Related Jobs



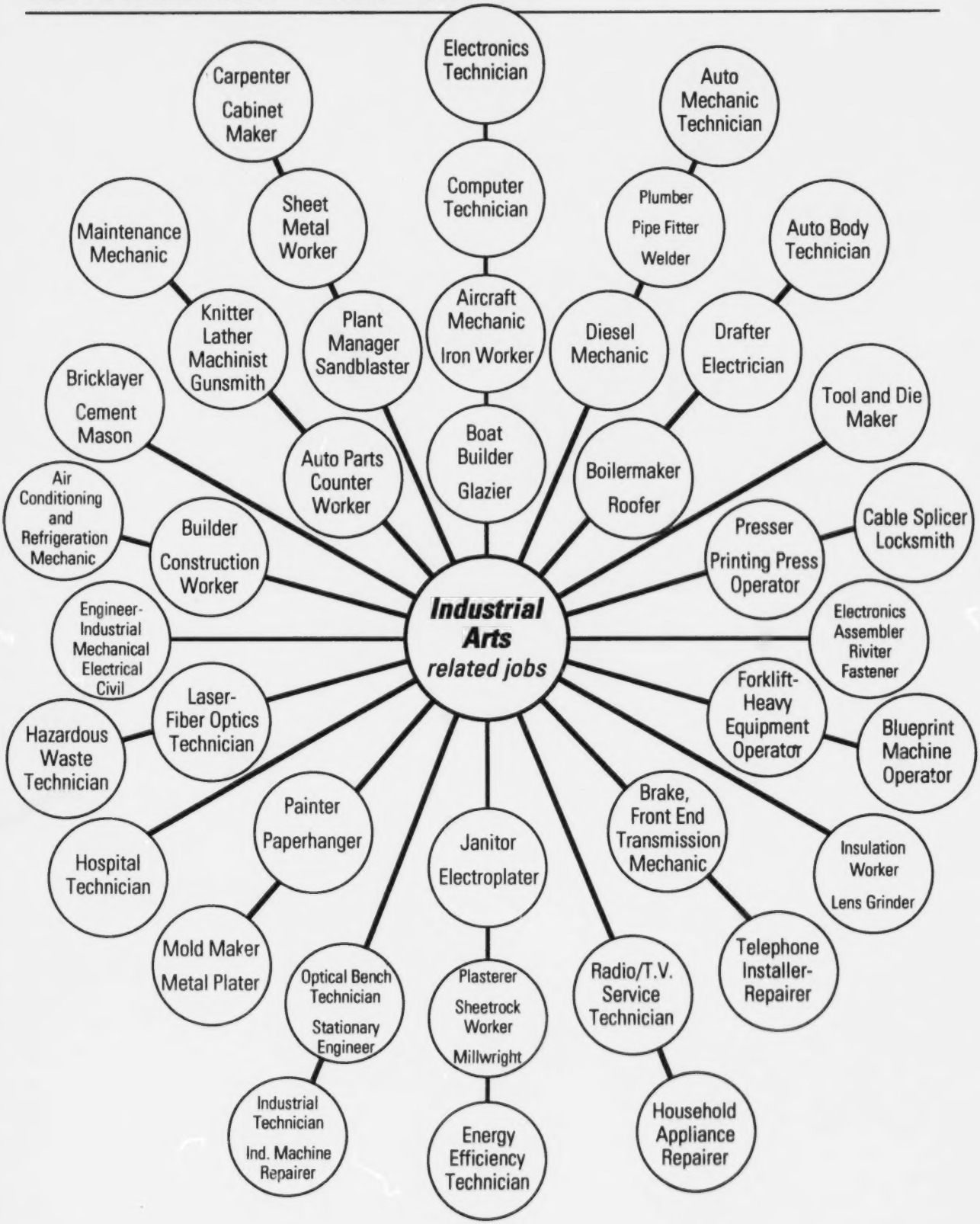
HISTORY AND SOCIAL STUDIES – Related Jobs



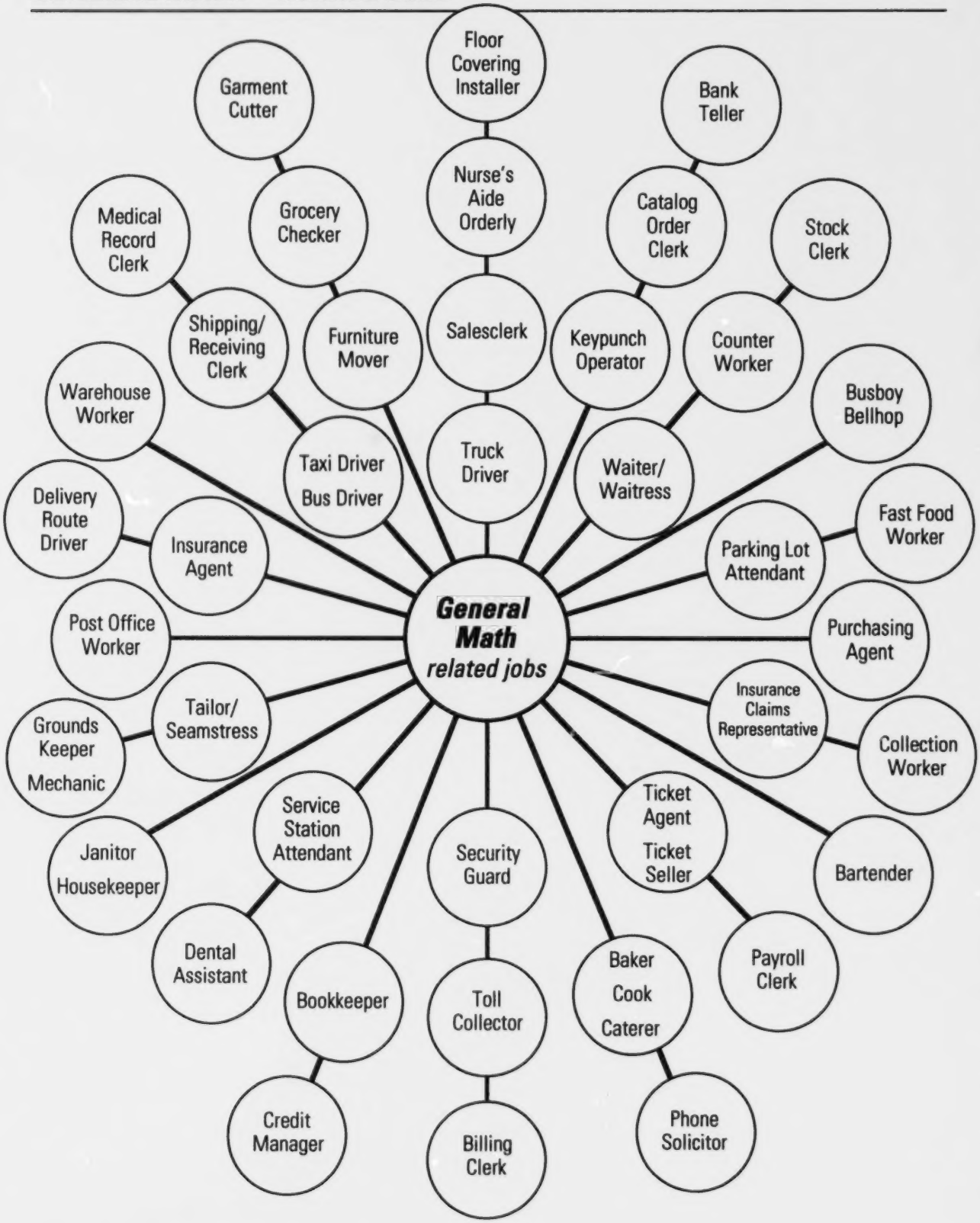
HOME ECONOMICS – Related Jobs



INDUSTRIAL ARTS – Related Jobs

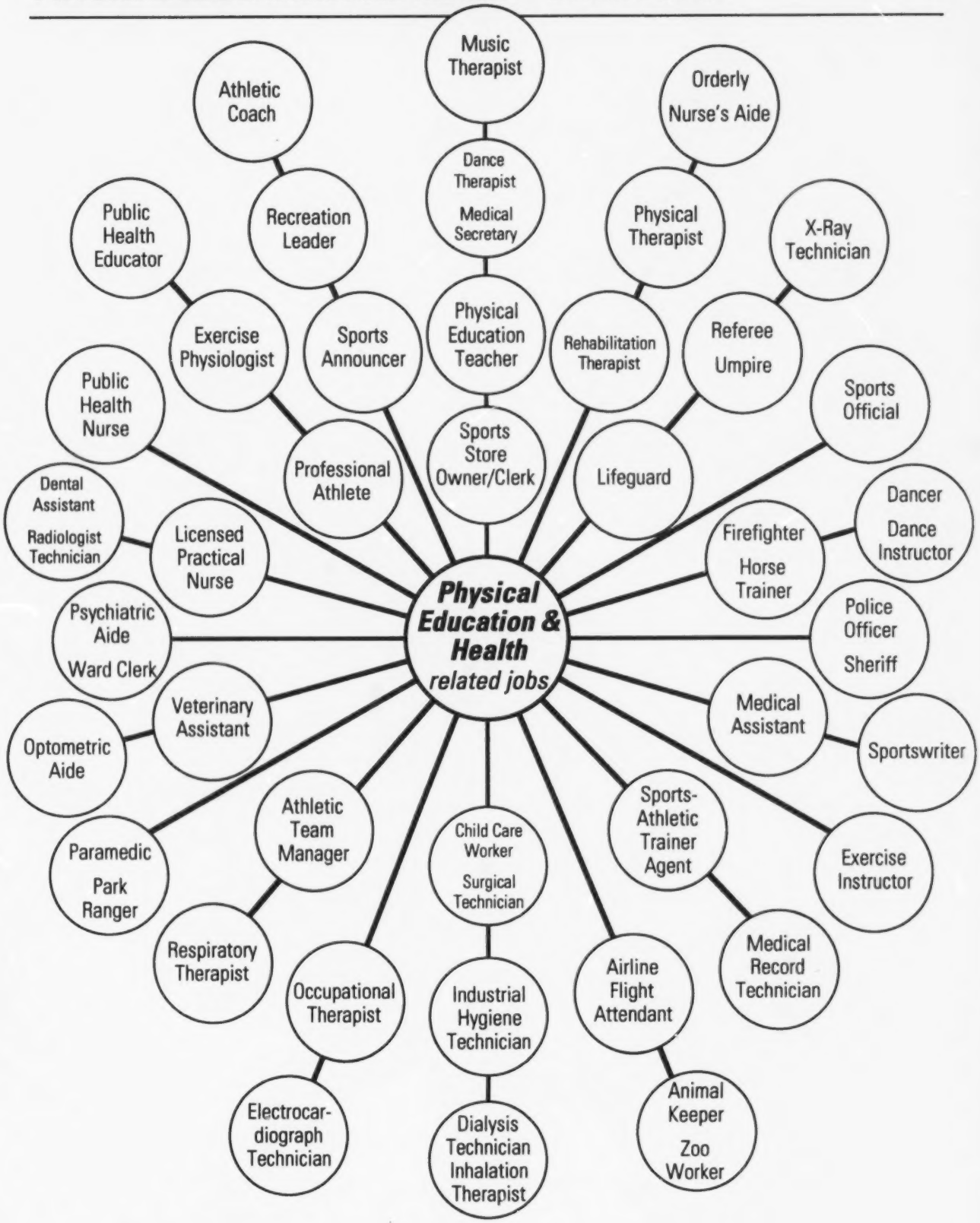


GENERAL MATH – Related Jobs



ADVANCED MATH AND ACCOUNTING – Related Jobs

PHYSICAL EDUCATION AND HEALTH – Related Jobs



INVESTIGATING AN OCCUPATION*

Reading about an occupation may give you good information, but seldom gives enough motivation to cause you to choose a career. The real thrust comes from personal encouragement, and talking to someone who works in the field that you are interested in – someone who is enthusiastic about his or her work.

After attending a Career Speaker program, answer the following questions about a career that interests you.

Questions to ask yourself and others

1. Name of the occupation _____
2. Job title _____
3. Exactly what does the worker do? _____
4. What tools or equipment does the worker use? _____
5. Does job require: High school education? _____
   College? _____
   Technical school? _____
   Other? _____
6. What qualifications, other than educational, are necessary?
   Physical _____
   Mental _____
   Aptitude or personality _____
7. What are the working conditions and hours? _____
8. In what kind of business is this job found? _____
9. In what geographic location is this job found? _____
10. What are the opportunities for advancement? _____
11. List as many related jobs as you can. _____
12. What interests of yours would this job satisfy? _____
13. What abilities of yours is this job related to? _____
14. Will this job require more or less employees in the future?

_____

** Check the Career Center Resources in the back of this career section to help with resource materials for your investigation.*

DEVELOPING AN ACTION PLAN

Once you have formulated a career objective, you need to develop a plan of action. Many of you will require more schooling if you are going to achieve your desired career. Many promising careers can begin through training at community colleges, vocational schools or in the military, as well as in four year colleges and universities. Answering the following questions will help you determine your needs.

My career goal is:

The courses I need to take in high school to support my career goal are:

_____

_____

The electives I can take to enhance my career goal are:

_____

_____

The extracurricular activities I can participate in to learn more about myself and my skills, and gain leadership experience in are:

_____

_____

My part-time job can help me: a) earn extra money, b) earn money toward college expenses, c) learn about a career I'm interested in, d) other (explain):

_____

_____

After high school, in order to pursue my career, I plan to:

_____

_____

The reason I think my career goal is appropriate for my interests and abilities is because:

_____

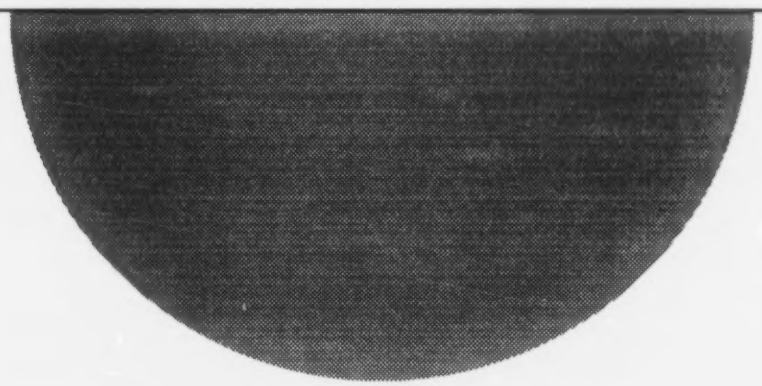
_____

MARKETING YOURSELF

The final phase

Marketing yourself is the final phase of the career planning process. Steps in Marketing include filling out applications for jobs and colleges neatly, accurately, and in a timely manner. It also includes developing an effective resume, and preparing and practicing for a positive interview. It is on the basis of how well you present and sell yourself during your job or college search that determines if you land a promising job or are accepted to the college of your choice. The information on the following pages will help you in your marketing effort.

Always have a teacher or counselor review your applications and resume before submitting them, and practice your interviewing skills with a qualified individual who can give constructive advice regarding your body language, manner of dress, and communication skills before you go out on an actual interview.



SELF IMPROVEMENT CHART

Check yes or no to the following then add your goals for improvement (plan of action)

Looking ahead to the 1990's and beyond, the emphasis will be on mobility, flexibility, and adaptability. Being able to learn, and put into use what is learned may well be the premium skill of the future. The world of work can be full of opportunities, challenges and financially rewarding for those who are willing to work, learn, and grow in the job world, and can prepare accordingly. This self improvement chart is the very beginning of that effort.

	YES	NO	GOALS FOR IMPROVEMENT
Social Attributes			
1. Genuine interests in people			
2. Work well with others:			
a. Classmates			
b. Adults (respect for authority)			
3. Considerate of others (good manners)			
a. Speech			
b. Actions			
4. Pleasant and even-tempered (emotionally mature)			
5. Active in group activities			
a. In school			
6. Open to constructive criticism			
7. Tolerant of opposite views and lifestyles			
8. Desire to be helpful			
9. Dependability and honesty			
Mental Characteristics			
1. Good study habits (Academic Progress)			
2. Positive attitudes toward school			
3. Good foundation in English (Communication Skills)			
4. Basic skills in mathematics			
a. Computation			
b. Concepts			
c. Application			
5. Practical knowledge in science			
6. Respect for heritage, history, and development of citizenship skills			
7. Relate school subjects to future work			
8. Willing to explore elective areas and develop mechanical abilities: art, music, industrial arts, homemaking			
9. Curious about what is unknown to me, likes to learn new things			
10. Develops hobbies			

SELF IMPROVEMENT CHART *continued*

	YES	NO	GOALS FOR IMPROVEMENT
Physical Traits			
1. Good health habits (diet, cleanliness)			
2. Neat appearance			
3. Physically active			
Moral Beliefs			
1. Personal values			
2. Courage to practice personal values and beliefs			

Choice of Career: (currently)

(Circle numbers of above characteristics important to your chosen career)

PLANNING FOR YOUR FUTURE

A good action plan develops with an understanding of your skills, abilities, needs, and values. When you have a good understanding of these, you can make decisions that are appropriate for you in planning your future. Answering the following statements will help you clarify and confirm your choices in the development of your action plan.

1. List two occupations that you prefer most at this time

   1st choice _____

   2nd choice _____

2. For the occupation I prefer most, I already have the following abilities and skills to help me achieve my career goal:

   _____

   _____

3. I have detailed knowledge of the following subjects that will help me reach my career goal:

   _____

   _____

4. These are the areas where I need more information, help, skill and knowledge to prepare for my career choice:

   _____

   _____

5. These are the things I need to do to gain knowledge, acquire information and master skills for my #1 career choice:

   _____

   _____

6. Here is how I am going to make progress toward reaching my career goals:

   _____

   _____

CHARTING YOUR GOALS

A good decision-maker needs the ability to plan and look ahead to see what will happen when choices are made. Charting your goals will help you in this exercise.

GOALS **Immediate**	**EDUCATIONAL** Vocational or Career Plans	**OTHER** home life, hobbies, interests
WHAT ACTION are you taking to make this happen? **This Year**		
WHAT ACTION are you taking to make this happen? **Next Year**		
WHAT ACTION are you taking and will you take to make this happen? **In 5 Years**		
WHAT ACTION are you taking and will you take to make this happen? **In 10 Years**		
WHAT ACTION are you taking and will you take to make this happen?		

HOW TO BEST PRESENT YOURSELF AT A COLLEGE OR JOB INTERVIEW

1. ***Be Prepared*** **... There are two main ways of preparing for an interview:**

   a) **Research the company or college.** Go to a public library, Chamber of Commerce, guidance department or Career Center, and ask for information about the company or college you're being interviewed by. Things like company history, product lines, and job descriptions, etc., are helpful to know. Also, in regard to colleges, ask about majors, financial aid, tuition costs, special needs, etc.

   b) **Prepare a personal inventory.** Make a list of those things which make you valuable as a future employee or college student. Such things as job experience, coursework, skills, leadership ability, extracurricular activities, interests and grades may help to show how you will contribute to a company or college.

2. ***Arrive Alone*** **...** Never go to an interview with friends. The employer wants to see you, and you alone. This gives both of you the chance to concentrate on each other and the interview. If you arrive at a college interview with a parent, friend or guardian, introduce yourself and the person you're with to the college admissions officer, but be prepared to enter the interview by yourself.

3. ***Make a Good Physical Appearance*** **...** An employer or college admissions office is trying to get an "impression" of you in a very short time. A business like, neat, and clean appearance will help you make a good impression.

4. ***Be Prompt*** **...** Always be on time. It will reflect how you will perform on the job or in college.

5. ***Relax*** ... This may be the hardest task of all. Keep in mind at all times that YOU ARE VALUABLE. Be as calm as possible, and be yourself. Everyone has to go through a first interview.

6. ***Answer Questions Clearly*** ... Listen carefully to questions, and answer them as honestly and clearly as you can. Be aware not to ramble on after answering the question.

More suggestions to think about. Do you have some of your own?

7. ***Listen*** ...When the interviewer speaks, listen carefully. Be sure you understand all questions clearly before you answer. Allow the interviewer to talk without interruptions. The interviewer wants you to know what will be expected if you are hired by the company or accepted for admission at the college.

8. ***Ask Questions*** ...Go to the interview with questions of your own. You might want to know about mobility within the company, in house training, college tuition reimbursement plans, advancement opportunities, company growth, and future changes due to technology. With regard to a college interview, ask about curriculum, extracurricular activities, job placement services, work study programs, etc. It is not wise to start an interview with questions about salary, time off, vacations, social activities and partying. These questions sound like you're only interested in what you'll get, not what you have to give; and having a good time, rather than being a serious student or employee.

9. ***Follow Up*** ...You might close the interview with a positive statement like, "Thank you for the time you've spent with me. I know I could work well for you, and I hope you'll consider me when you're ready to hire;" or "I know I would do well at this college, and I hope you'll consider me for admission." Always thank the interviewer. It's a matter of courtesy, and leaves the interviewer with a pleasant remembrance of you. You might even write a short thank-you note.

10. ***Enjoy It*** ... Looking for a job or college can be an exciting experience. Take advantage of the chance to meet a wide range of people in different jobs and at different colleges.

Remember ... This list is only a suggestion of things to do and expect. Each interview is different, as is each person. Most important is that you be comfortable with the approach you use.

Now that you're ready —

Do your Best and Good Luck!!

RESUME OUTLINE

NAME:
ADDRESS:
CITY & STATE:
TELEPHONE:

OBJECTIVE: Seeking a job which offers an opportunity for training and growth.

EMPLOYMENT: (Most recent first)

_____ to _____ Company Name Phone
Title Co. Address
Duties

_____ to _____ Company Name Phone
Title Co. Address
Duties

_____ to _____ Company Name Phone
Title Co. Address
Duties

EDUCATION: School Address

Date of Graduation
Extracurricular Activities

Awards

REFERENCES: Name Address Telephone

SAMPLE RESUME

Barbara Lopez
1297 Main Street
Bridgeport, CT 06605
(203) 338-0517

OBJECTIVE: Seeking a job which offers an opportunity for training and growth.

EMPLOYMENT HISTORY:

Feb., 1988 to Present
Y.W.C.A. — Children's Center
753 Fairfield Avenue, Bridgeport, CT 06605
(203) 334-6154
Title: Child's Aide
Duties: Read books; play with the children; reassure the child in the activity he/she is about to start.

Nov., 1987 to Feb., 1988
Bridgeport Plymouth, 749 Fairfield Avenue,
Bridgeport, CT 06605 (203) 579-1888
Title: File Clerk
Duties: File all papers that have to be filed

July, 1987 to Sept., 1987
Center for Independent Living, 959 Main Street,
Stratford, CT 06497 (203) 378-6977.
Title: Clerical Aide
Duties: Provide clerical service for a handicapped individual.

EDUCATION:
Bassick High School, 1181 Fairfield Avenue,
Bridgeport, CT 06605

Extracurricular Activities: Modeled in fashion shows; Senior Class Treasurer

Awards: Perfect Attendance Awards, First and Second Honors, National Honor Society

Graduate: June, 1988

REFERENCES:
Lois Foito, Work-Experience Teacher, Bassick High School, (203) 576-7359

Keith Joines, Guidance Counselor, Bassick High School, (203) 576-7367

James Gildea, English Teacher, Bassick High School, (203) 576-7350

CAREER CENTER RESOURCES

The following resources are just part of the inventory of books, filmstrips, slide sets and videos available to you in the Career Center for job and college exploration and investigation. New resources are added yearly and are available for your personal use and viewing.

Books

Career Planning Today
Career Sourcebook: A Guide to Career Planning and Job Hunting
College Admissions Data Handbook: Midwest, Northeast, Southeast, West
College Admissions Index of Majors and Sports
Comparative Guide to American Colleges
Dictionary of Occupational Titles
Handbook and Guide for Selecting a Career
Military Career Guide
Occupational Outlook Handbook
Scholarships, Fellowships and Loans, Volumes VII and VIII
Technical, Trade, and Business Schools Data Handbook: Midwest, Northeast, Southeast, West
The Black Student's Guide to Colleges
The Career Connection: A Guide to College Majors and Their Related Careers
The Career Finder: Pathways to Over 1500 Careers
Your Career: Choices, Chances, Changes

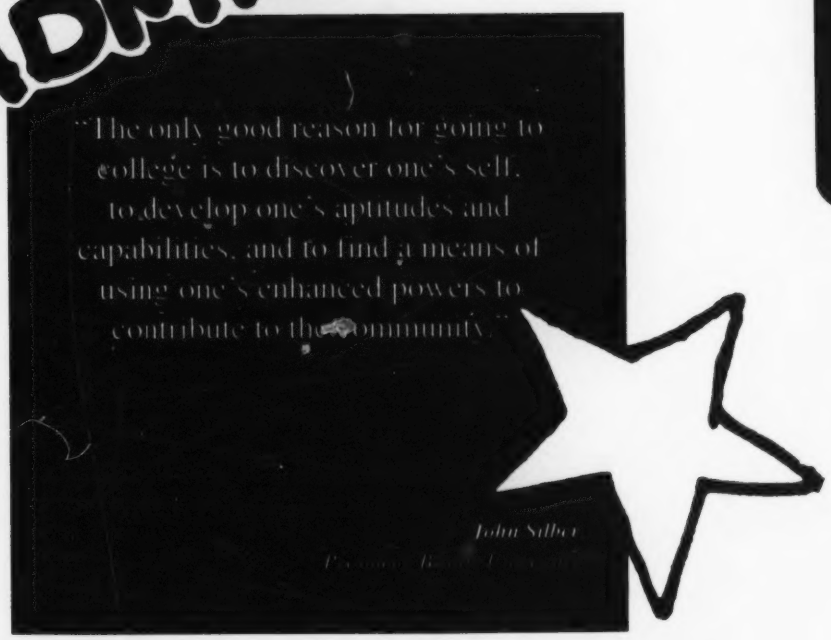
Videos

Career Planning: Putting Your Skills to Work
Job World Series – set of 12 videos on Pre-employment and Employment Skills
Self Image and Your Career

Filmstrips and Cassettes

Career Training through the Armed Forces
Challenging Careers: New Opportunities for Women
College: It's Up to You
Comparative Career Search
Decision Making Skills
Getting and Keeping a Job: Series of 6 Programs
How to Survive in School: Note Taking and Outlining Skills
Is There Life After High School? Planning Your Future
Jobs for the 90's
Me Power: Building Self Confidence
Test-Taking Skills: Effective Study Techniques

COLLEGE ADMISSION


"The only good reason for going to college is to discover one's self, to develop one's aptitudes and capabilities, and to find a means of using one's enhanced powers to contribute to the community."
John Silber

COLLEGE ADMISSIONS PROCEDURES NOTES PAGE

*USE THIS PAGE TO MAKE NOTES ON **YOUR** COLLEGE ADMISSIONS PLANS*

COLLEGE ADMISSIONS PROCEDURES

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Common High School Programs of Study 13

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Admission Requirements 15

What is the Best for You? College, University or Technical School 16

The College Fair 17

Breaking the Myths of College Admission 18-19

Acceptance Factors 20

College and Scholarship Applications 21

Materials for Researching Colleges and Jobs 22-23

Tests for College Entrance 24-25

Types of Schools and Work Options 26-27

Glossary of College Terms 28-30

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INTRODUCTION

The process of applying to, being accepted at and deciding which college to attend is a task that for many of you will start in your junior year and will take up a large portion of your senior year. It is a project that will take longer and is larger in scope than your longest research paper to date! And yet, in spite of the magnitude just portrayed, it is a task like any other. With proper planning and judicious guidance, you, like most graduating seniors before you, will attend a college or university that will provide you with lasting educational and social opportunities.

The following pages will provide you with information and timelines to help you formulate your own plans. Read through this guide more than once, get a sense of the resources you need to utilize, talk to your family, your teachers and your guidance counselor and begin to take those first steps today!

CALENDAR GUIDE FOR COLLEGE ENTRANCE

This guide is especially designed for the student who plans to attend a two-or four-year college after graduation. There can be many variations to this calendar, particularly if you are going to apply to business, nursing, hairdressing, technical or other specialized types of schools. Whatever kind of post-secondary school education you desire, the key to successful admission is careful and early planning. Use this calendar only as a guide; your own specialized plans should involve your parents, counselor and yourself.

Junior Year

September

Do you really want to go to college???

If so, are you carrying a full solid college preparatory program?

Are you ready to work for strong grades?

October

1. Register for and take the PSAT. This is a practice test for the SAT. It is also the qualifying test for the National Merit Scholarship program. **October is the only time this test is given.**
2. Check with the Guidance Department for dates and locations of College Fairs.
3. Attend meetings held in school with representatives from a variety of colleges, universities and technical schools that interest you. Check in the Guidance Office each week for the correct day and time the schools that interest you are coming. Do this through-out the year.

November and December

1. Investigate colleges, using the materials in the guidance office.
2. Are you looking for two-year, four-year, liberal arts, large, small, rural, church-related, close to home, city or distant schools? Begin to make decisions.
3. Talk with college students who are home for Thanksgiving and Christmas vacations.

January

1. Attend the Alumni Day program to hear what our college freshmen say about college.
2. Check the College Board calendar. Decide with your counselor on the best time for you to take a practice SAT. (March, May or June)
3. The first semester ends. Remember that your junior year grades are very important.

February and March

1. Register with your counselor for your senior year courses, keeping in mind the importance of a strong college preparatory program.
2. Write to colleges for information. (Sample letter at end of this section.)
3. Discuss **financial aid** with your counselor.

April - June

1. Take the May or June SAT and/or ACH tests.
2. Visit as many colleges as possible. You will get different impressions from visits and interviews than from the written materials.
3. Check possibility of attendance at spring College Fairs.

Summer

1. Evaluate yourself. If you need to work on math or verbal skills consult with your counselor, before the end of school, on some of the available means to do so.
2. Read extensively all summer long!
3. Write the colleges in which you have special interest, asking for applications and financial aid forms, catalogs, special bulletins and any other materials which would be helpful.

Senior Year

September

1. Colleges will look at the courses you are taking, the strength of your program and the grades you achieve in this final high school year.
2. Check the College Board ATP Calendar, register for the November SAT, and plan for any other tests you will need to take.
3. If interested, immediately check on the opportunities available for seniors to take courses at local colleges.
4. Read the monthly "Guidance News" for college and test information.

October

1. You should be making final decisions concerning colleges to which you will apply.
2. If you have not done so, try to visit every college you are considering.
3. Register for December SAT or Achievement tests.
4. Check with Guidance Department for dates and locations of College Fairs. Make every effort to attend one.
5. Attend applicable college representative talks.

November and December

1. Fill out and mail college applications. Give appropriate forms to your counselor with necessary addresses, envelopes and stamps.
2. Take tests (SAT, ACH, ACT).
3. Discuss financial aid procedures with your counselor.
4. See your counselor about the *Connecticut Scholastic Achievement Grant* program.
5. Take home financial aid information available in the Guidance Office.
6. Watch for notices concerning special scholarships for which you can apply. (There will be separate bulletins and also notices on the morning daily announcements.)

January

1. Fill out and file the Financial Aid Form with the College Scholarship Service if you have decided to apply for financial aid.
2. The semester ends. You will receive your 3-1/2 year class rank as soon as grades are recorded.
3. If interested, check on opportunities to take second semester courses at local colleges.

Personalize this calendar to suit your needs!

February

Continue in the second semester to take a full program of college preparatory subjects. Colleges are quite interested in your "subjects in progress" and will want a copy of your final grades.

March and April

1. This is the "waiting period" for college acceptances. Know your first, second, and third choices, for some colleges will want answers and deposits from you shortly after their acceptance letters.
2. Register for AP examinations
3. Apply for local scholarships.

May

1. May 1 — **Common Candidates Reply Date**. Most colleges give you until this date to make your final decision.
2. Write letters to the other colleges which have accepted you informing them of your choice.
3. **Advanced Placement** exams for students enrolled in AP courses.

June

Graduation and the Commencement of the next phase of your education!

This is only a guide. Work closely with your counselor to develop your own Personal Timetable for College Entrance.

TIMETABLE FOR CAREER PLANNING

The following timetable is provided as a guide to help keep you on track with regard to career planning. **The key to success is taking action**, and not leaving your future to chance. Use this as a guide along with all available resources and counseling services.

Grades 7, 8 & 9: Self Awareness

1. **Clarify your beliefs and values** – how do they affect the choices you make?
2. **Identify your interests** – select elective school subjects, extra-curricular activities, and volunteer jobs that explore your interests.
3. **Assess your abilities** – make use of them for long range planning
   – take courses that will challenge and develop your abilities
   – discuss your thoughts with teachers, counselors, parents or adult family members.
4. Keep in touch with your Guidance Counselor – ask about special programs both in and out of school – during the year as well as during the summer. Ask about college recruiter programs along with other programs from the Career Center.

Grade 10: Career Awareness

1. **Review many careers** – what are your options?
2. **Attend career speaker programs**, utilize computer career information, watch videos and films on various careers.
3. **Relate your self awareness** (values, beliefs, interests, abilities) to career awareness (which jobs in today's market interest you).
4. **Set general goals** – check school subjects with counselors to see if they support your goals and career paths, discuss with parents or adult family members.

Grade 11: Career Exploration

1. **Further investigate** specific career choices utilizing resources and speaker programs, jobs, community work, and extracurricular activities.
2. **Explore possible jobs**, military, college or other post high school education that will prepare you for your career goal.
3. **Develop a plan of action** to reach your career goal – check your progress with counselors, teachers, parents.

Grade 12: Career Choice: Implementing Decisions

1. **Confirm your career goal** — select the jobs or colleges you wish to pursue and prepare all necessary paperwork (applications) on time.
2. **Develop an effective resume**, prepare for a positive interview.
3. **Plan ahead**, and check your progress with teachers and counselors.

CONGRATULATIONS!
YOU'RE TAKING CHARGE OF YOUR LIFE!

SENIOR INTEREST INVENTORY

In order to help with your post high school plans, answer the following questions and use this with your counselor:

Name: _____ Home Room: _____

Do you plan to further your education after high school?

☐ Yes ☐ No

If yes, please check one of the following:

☐ College ☐ 4 Year ☐ 2 Year
☐ Technical School
☐ Community College
☐ Bullard Havens Post Graduate Program
☐ Nursing
☐ Business School
☐ Secretarial School
☐ Other (explain) _____

What is your expected major course of study? _____

What schools are you planning on applying to? _____

_____

Did you take the SAT's? ☐ Yes ☐ No

If not, when are you scheduled to take them? _____

If you are not planning to further your education after high school, check one of the following:

☐ Work full time
☐ Armed Forces Branch _____
☐ Uncertain
☐ Other (explain)

Are you presently working? ☐ Yes ☐ No
If yes, write name and address of your employer:

Name: _____

Address: _____

SPECIAL PROGRAMS

FOR POST SECONDARY EDUCATION

The programs listed below offer a variety of special services and opportunities to middle and high school students attending Bridgeport's Public schools. Speak to your counselor about which one will help you to pursue your goals.

Connecticut Pre-Engineering Program CPEP

CPEP works with 7th and 8th grade students for five weeks in the summer and occasionally after school. A teacher/coordinator is available for the after school programs as well as for the weekend field trips that are planned. Help is available in all subject areas with special emphasis on math and science. The summer portion of the program is held on the campus of the University of Bridgeport and the university's educational and recreational facilities are available for CPEP participants.

Engineering for Deserving Youth — EDY

EDY is a five week, daytime program for high school students who want to pursue a career in the field of engineering. Held on the campus of the University of Bridgeport the program mixes tutoring, classroom and laboratory work with career speakers and field trips to industrial sites such as Xerox, General Electric & Bridgeport Hydraulic among others. The University's labs and computers are used along with the library and research facilities.

Fairfield University - College Access Program

The Fairfield University College Access Program is by invitation only. Students entering their senior year are nominated by their guidance counselor and principal. It is a five week, residential program that provides a college-like experience while concentrating on math, writing, science and SAT preparation. In addition to academics, help is offered to students in exploring the process of choosing the proper college as well as having the opportunity to use the University's recreational facilities.

Motivation for Academic Achievement and College Study — MAACS

MAACS is a mentoring program that pairs students from area colleges and universities with high school students. The college mentors are selected and then trained to help students with SAT preparation, college fairs, career and college awareness and tutoring. Mentoring takes place during the school day when a student has a study period or non-academic class and teacher agreement. Classes in study skills and field trips are arranged for occasionally.

Summer on the Water — Upward Bound Environmental Study

This program is a summer only program primarily for 10th graders although a few 11th grade students participate. Students sail aboard a 65 foot research vessel and study the marine environment of Long Island Sound. Days are divided between the ketch John E. Pfriem, the beaches and salt marshes, the Aquaculture School and science and computer labs at the University of Bridgeport where students analyze and graph data. Students from the entire New England area are eligible and room and board at the University of Bridgeport is available.

Talent Search

Talent Search is a national program funded by the United States Department of Education. Beginning in the 7th grade and continuing on through high school, Talent Search looks to provide students and their parents or guardians with academic mentoring in addition to other services to ensure that each student is given the maximum opportunity to achieve his or her potential.

Upward Bound

Upward Bound is a federally funded program available to high school students in grades 9-12. It is designed to help students succeed in high school and gain admittance into post secondary schooling. Working with tutors on Saturdays during the school year and for six weeks living on campus during the summer months, Upward Bound focuses on academic readiness. All three local universities (University of Bridgeport, Fairfield University and Sacred Heart University) have programs.

Keeping Options Open

In today's fast paced, ever-changing world, all students should plan a program that challenges them today while preparing them for the future. Some things to keep in mind are:

- plan a high school program which preserves choice after graduation
- more than 50% of all graduates continue their education to either:
  - 4-year colleges and universities
  - 2-year colleges
  - career or trade schools
- even those who decide not to continue will benefit from improved speaking, writing, reasoning, reading and math skills
- there are educational opportunities after high school for everyone

Common High School Programs of Study

Below are brief descriptions of the different programs of studies available to incoming freshman in Bridgeport High Schools. Discuss them in detail with your counselor.

- **COLLEGE PREP** … offers the widest variety of options after high school
- **BUSINESS** … prepares students for secretarial or clerical positions
- **VOCATIONAL** … prepares students for a specific trade or skill area that leads to employment after high school
- **GENERAL** … meets minimal graduation requirements

Required Courses

for Graduation from Bridgeport Public High Schools

For more detailed course information, refer to the current Program of Studies book published each year by the Board of Education.

- You are expected to carry a minimum of 60 points plus physical education (health) in both Grades 9 and 10.
- You are expected to carry a minimum of 60 points in both Grades 11 and 12.
- To be eligible for graduation, you must have a minimum of 200 points and must include 4 credits of English, 3 credits of Social Studies, 3 credits of Mathematics, 2 credits of Science, 1 credit of Physical Education, and 1 credit in either the Arts or Vocational Education. The following courses are required of all students:

English 9, 10, 11, 12 - 4 credits = 4 years
Basic Science A, Basic Science B, and Biology - 2 credits = 2 years

Mathematics - 3 credits = 3 years
World Civilization One, World Civilization Two, United States History and 1 Social Studies elective - 3 credits = 3 years
Physical Education - 1 credit = 2 years
The Arts or Vocational Education - 1 credit = 1 year

ADMISSION REQUIREMENTS

FOR COLLEGE AND OTHER POST-SECONDARY INSTITUTIONS

Admission requirements vary from college to college, so you are advised to check the catalogues of colleges in which you are interested for the specific requirements of admission.

Think about tomorrow – today!

1. **General requirements for *many* four-year colleges are:**
   - 4 credits of English
   - A minimum of 2 credits of one foreign language (some colleges do not require foreign language, so students should survey *very carefully* the language requirements of the colleges in which they are interested)
   - 3 or more credits of college prep math (algebra, geometry, intermediate algebra, trigonometry, calculus)
   - 3 credits of social studies
   - 2 credits of science, including chemistry or physics

2. **Requirements for many *selective* colleges:**
   - 4 credits of English
   - 3-4 or more credits of college prep math (see above math selection)
   - 3 or more credits of one foreign language
   - 3 credits of social studies
   - 2-3 credits of lab science, including chemistry and/or physics

3. **Minimum requirements for two-year *technical institutes*:**
   - 4 credits of English
   - 3 credits of college prep math (see above math selection)
   - 2 or more credits of science, preferably a course in chemistry or physics

WHAT IS BEST FOR YOU

COLLEGE, UNIVERSITY OR TECHNICAL SCHOOL?

Deciding which college is best for you can be a long and difficult process.

The best place to start is in studying yourself.

- Know your strengths and weaknesses.
- Read about colleges.
- Ask questions and talk to your counselors, family and teachers.
- Talk to college representatives who come to visit.
- Attend college fairs and make campus visits.
- Question yourself.
- Are you looking for a college close to home or far away?
- Are you looking for a small campus environment or a large university?
- What course of study do you wish to pursue?

The College Fair

Hundreds of colleges display their programs at college fairs. Students should attend with a preliminary list of colleges to look for. In order to get a list of realistic schools, students should see their counselor with a list generated through the Guidance Information System (G.I.S.) in the Career Center. The counselor will suggest appropriate schools and the students will then have a basic list to use at the fair.

In order to get the most out of the fair, students should be prepared with some questions. The following questions may be useful:

1. How large is the town in which the college is located?
2. How many students remain on the campus on weekends?
3. Are activities planned for every weekend?
4. Are meals available on the weekend?
5. How do I get on your mailing list?
6. How am I assigned to a college advisor?
7. How far ahead should I call for a tour of the campus?
8. Are interviews required?
9. Does the college have a Big Brother/Big Sister program for freshman?
10. Does the Financial Aid Office of the College actively assist students after the freshman year with financial aid resources?

BREAKING THE MYTHS OF COLLEGE ADMISSIONS

Both students and their families experience fear and confusion regarding the college admissions process. We hope the following facts based on reality will help alleviate your fears and guide you toward your goal of college acceptance. The basic format for this was found in Money Magazine.

Don't let rumors talk you out of an education.

Myth 1 — The senior year doesn't matter.
Admissions officers examine every transcript looking for rigor, balance and performance. Students who think they can slide through their senior year of high school on fluff courses might find themselves sliding out of their favorite college's "admit" pile.

Many students complete major high school (college preparatory) requirements by the end of their junior year. The last thing they want to do is jeopardize their grades, so they take fewer courses and softer courses. College admissions officers, especially at selective schools, pay close attention to senior courses and grades, and so should you.

Myth 2 — Your peers are your best advisers.
Throughout the college application process, it's important for students to remember that their peers may know what's best for themselves but not for others.

Here is the message you need to hear: your best advisers are informed family members, teachers and counselors and other knowledgeable and caring individuals.

Myth 3 — The SATs do not count as much anymore.
Most college admissions officers today balance Scholastic Aptitude Test scores with a student's grades, academic program and teacher and counselor recommendations.

High grades can help offset low SAT scores, and high SAT scores can help offset lower grades; however selective colleges will look for higher SAT scores.

You need to take PSAT's and SAT's in preparation for college, as well as vigorous academic course selections.

More rumors to dispel

Myth 4 — No one reads the applications.
Not only are the application materials read, but in most cases, this is the first impression the college admissions officer has of you. Acceptance, denial, or being put on a waiting list may hinge on the positive or negative impression that comes from your application.

The essay is the only place on the application where your voice is heard. For this reason alone, essays can be critical. If your handwriting is poor, type it. If the contents are blank or insincere, your essay will be easily forgotten. Poor grammar and misspellings will create poor impressions.

The best advice for any applicant: Take time and care completing your application, and have a teacher or counselor review it.

Myth 5 — I can't possibly afford to go to college.
Not only can you afford to go to college, but there is an extensive network of programs available to those who are eligible.

Community colleges and state universities provide low-cost college education opportunities for all. Financial aid is available for students who want to attend college and have financial need.

ACCEPTANCE FACTORS

Your acceptance to a college will depend on several factors. Admissions officers will look at your high school years from several different perspectives.

1. ***Academic Record***
   Admissions officers will look at your class rank, your overall grades and the quality of courses which you have selected in high school. In general, most colleges feel there is no better predictor of college success than your high school grades.

2. ***Scholastic Aptitude Test (SAT) & American College Testing (ACT)***
   Most colleges require that you take either the SAT or the ACT exams. It is most likely that you will be required to take the SAT.

3. ***Your Ability to Effectively Communicate in Writing***
   On many college and scholarship applications you will be asked to write an autobiographical essay. This is an opportunity to describe and explain yourself, your feelings about the world you live in, your goals and reasons for selecting a particular college. Remember, the appearance of your application is the first initial contact admissions officers will have with you. Once again, we state NEATNESS COUNTS!

4. ***Recommendations***
   Written recommendations from principals, counselors and teachers will be required by many colleges. They can highlight your personal qualities which do not show up in your grades. If there is a special person in your life who knows you well and is willing to write a letter for you, feel free to contact them and ask for their support. (clergy, coach, employer, etc.)

5. ***Extracurricular Activities***
   Involvement in the extracurricular activities of your high school tells the college admissions officers about your interests, leadership abilities and possible fields of study. Maintaining high grades while working or participating in outside activities shows a college your high level of concentration and time management skills.

COLLEGE AND SCHOLARSHIP APPLICATIONS

How to prepare a complete application

It is **your** responsibility to obtain college and scholarship applications. There will be available in the Guidance Office a large number of college applications, but it is impossible to keep on file the applications for the many thousands of colleges, universities and other institutions which exist. We have provided a sample letter which you may use as a guide when writing for college applications. Also available in the Guidance Office are a large number of postcards provided by colleges and universities so that you may more easily contact their Admissions Office.

Remember, when filling out your applications, the appearance of your application is the first contact an admissions counselor will have with you. NEATNESS COUNTS!

The completed application, with the requested letters of recommendation and required essays should be brought to your counselor as soon as possible. Deadlines for applications are rigidly followed. The Financial Aid Form (FAF) will be filled out after January 1st of your senior year.

Many times the application fee can be covered by a waiver. Check with your counselor on the application fee waiver. If a waiver is not appropriate, you will also have to provide a check made out to the college or university to cover the application fee.

Your application will be sent out by the Guidance Department with an official transcript which includes all of your grades, your class rank and your SAT scores.

Your application must be complete before a college or university will process it or consider you for acceptance.

Check these out

MATERIALS

FOR RESEARCHING COLLEGES AND JOBS

There are many resources available to you as you begin your search for colleges. The following lists will provide you with a working knowledge of some of the materials available to you. These resources are continuously being updated to provide the best possible access to information for you.

Additionally, many college catalogues and videotapes are available for your use as well as materials on scholarship information. Check in regularly with the Guidance Department.

The following booklets and newspapers will be made available to you throughout the school year from the Guidance Department:

1. The College Cost Book
2. Right Choices College and Career Planning Guide
3. Trends
4. Apprender — A College Guide for New England's Hispanic Youth
5. Transition — A College Guide for New England's Black Youth
6. Real World Survival Guide
7. Off to College — A Guide for College Bound Students
8. The School Guide
9. The Student's Guide
10. Hispanic Student U.S.A.
11. College Preview
12. Exploring Careers — The ASVAB
13. Opportunities — The Publication for Minority Students Interested in Continuing Their Education
14. Career Paths

The College Handbook — published by the College Board – provides detailed information by state on 2,500 two and four year colleges and universities.

The College Guide Index of Majors — provides listing and explanation of major fields of study offered at 2,500 colleges and universities.

Lovejoy's College Guide — provides brief descriptions and general information on 3,500 colleges and universities.

Lovejoy's Guide to Financial Aid — a comprehensive guide to applying for and obtaining financial aid.

Lovejoy's Career and Vocational School Guide — a guide to business, technical and vocational schools.

College Admissions Data Book — provides comprehensive information on colleges by region and state. (Also provides an index of majors as well as technical, trade and business schools).

The Black Students Guide to Colleges — provides general and personal information on various colleges based on interviews with Black students who have attended these institutions.

Peterson's Annual Guide to Undergraduate Students — a general guide to 3,300 colleges and universities.

Randax Education Guide to Colleges Seeking Students — an annual publication to colleges who are recruiting students.

Directory of Historically Black Colleges and Universities — provides descriptions of Historically Black Colleges and universities as well as admissions requirements and financial information.

The Bunting and Lyon Blue Book to Private Independent Schools — a guide to private educational institutions - provides general descriptions, entrance requirements and financial information.

The New England Directory of Colleges, Universities and Institutes — a guide to schools in New England providing a general description and outline of course offerings.

RUGGS Recommendations on Colleges — recommendations of various colleges based on the perceptions of both university personnel and students.

Campus Visits and College Interviews — a guide to preparing for a college visit or an interview - includes what to look for and what questions to ask.

The College Cost Book — Meeting College Costs - a guide to the costs of individual colleges and universities and the options open to you for paying for the cost of college.

The Scholarship Book — a guide to Private Sector scholarships, grants and loans for undergraduates.

The Military Career Guide — a guide to career and educational programs offered by the Military.

Check these out too

TESTS FOR COLLEGE ENTRANCE

Most colleges, technical and specialized schools use one or more of the types of tests listed below to determine your eligibility for entrance. You need to check the catalog or information brochure of the individual schools and/or colleges in order to know *what* tests you must take and *when* they should be taken.

I. **The Admission Testing Program of the College Entrance Examination Board**

Most colleges in this part of the country use the tests of the *College Entrance Examination Board.* The Admissions Testing Program consists of two kinds of tests: the Scholastic Aptitude Test (SAT) and Achievement (ACH) tests. A completely redesigned SAT will be administered beginning in the Spring of 1994.

The *SAT* is a three hour verbal and mathematical test required for entrance by most of the colleges in this part of the country. Included with the SAT is the *Test of Standard Written English (TSWE)* which tests your ability to understand the kind of English used in most college textbooks.

The *Achievement* tests are one hour tests offered in 14 different subjects, used to test your level of competency in the subject area. *Some* colleges require these tests *in addition* to the SAT. You may take 1, 2, or 3 Achievement tests on one date. The cost to you will be the same whether you take 1, 2, or 3 achievement tests.

You must check the admissions requirements of the colleges to which you will apply in order to know what tests to take. Talk with your guidance counselor about it.

II. **American College Testing Program (A C T)**

Used primarily in the midwest and south, this program consists of four 35 - 50 minute tests in academic areas of English usage, mathematics usage, social science reading and natural sciences reading.

III. **Special Tests**

Some schools, including business and technical schools, use their own tests. The catalog or brochure of the school will give your information concerning the scope of the tests and your responsibility in registering for them.

TESTS FOR COLLEGE ENTRANCE *continued*

IV. **The Advanced Placement Tests (A.P.)**
These are three-hour examinations based on full-year college level courses in high school. These tests are given once a year in May. AP courses are offered in English, Math, Biology, Chemistry, Spanish, 20th Century America, and Studio Art. The results are used for college credit and placement.

V. **Preliminary Scholastic Aptitude Test / National Merit Qualifying test (PSAT / NMSQT)**
The PSAT / NMSQT is given once a year in October. It follows the same format as a predictor of SAT scores and for test familiarity and practice. Designed especially for juniors, we also recommend that sophomores enrolled in honors English and Math take this test. The National Merit program also uses junior year scores on this test to screen for its national scholarship program.

THE SCHOLASTIC APTITUDE TEST

REGISTRATION PROCEDURES AND TESTING DATES FOR SCHOLASTIC APTITUDE TEST

How to Register for the SAT and/or Achievement Tests:

1. Pick up an Admissions Testing Program STUDENT BULLETIN from the Guidance Office secretary.

2. Fill out the application form enclosed in the bulletin, carefully following the directions. You will need your Social Security Number to complete the application.

3. *Mail* the application with the appropriate fee or waiver to the College Board prior to the registration closing date.

4. A booklet, "Taking the SAT", containing a *complete sample SAT test*, is available for future reference during the year. Pick up one of these when you obtain your STUDENT BULLETIN.

See your counselor if you have any questions and for help in filling out your application.

TYPES OF SCHOOLS AND WORK OPTIONS

College: An institution that offers educational instruction beyond high school level in a two-year or four-year program.

University: An academic organization which grants undergraduate and graduate degrees in a variety of fields and which supports at least two degree-granting professional schools that are not exclusively technological (such as medicine, journalism, or agriculture). It is composed of a number of "Schools or Colleges," each of which encompasses a general field of study.

Liberal Arts College: Four-year institution which emphasizes programs of broad undergraduate education. Pre-professional or professional training may be available but is not stressed.

Junior College: Two-year institution which emphasizes programs of broad undergraduate education. Pre-professional or professional training and academic curricula (terminal and transfer).

Terminal course: Academic program is complete in itself. A student who completes it may not apply to a four-year college for further study without completing additional course requirements.

Transfer course: Academic program is designed to lead into a four-year course at another college or university.

Community College: Two-year public institution offering similar programs as junior colleges.

Engineering or Technological College: Independent professional schools which provide four-year training programs in the field of engineering and the physical sciences. They are often known as Institutes of Technology or Polytechnic Institutes.

Technical School: A two-year institution which offers terminal occupational programs intended to prepare students for immediate employment in fields related to engineering and the physical sciences. These schools may also offer one-year certificate programs in certain crafts and clerical skills.

TYPES OF SCHOOLS AND WORK OPTIONS *continued*

Nursing School: There are two kinds of nursing schools. At schools affiliated with hospitals, students receive R.N. degrees upon completion of their training. At schools affiliated with four-year colleges, students receive both a B.S. degree and an R.N. and have possibilities of entering the field of nursing administration.

Military School: Federal military academies prepare officers for the Army, Navy and Air Force. These institutions (West Point, Annapolis, and Air Force Academy) require recommendation and appointment by members of Congress. Private and state-supported military institutes, however, operate on a college application basis. They all offer degree programs in engineering and technology with concentrations in various aspects of military science.

Business School: Business schools fall into two categories. At some colleges it is possible to specialize in business administration or in two-year secretarial course in conjunction with supplementary liberal arts courses. Other institutions offer predominantly business or secretarial courses and may not be regionally accredited.

Adult Vocational School: One-or two-year programs offering a variety of vocational skills such as electronics, plumbing, drafting, etc., and job placement services often free of charge.

Work: Job Placement Program — full-time job placement in the community through Career Center Job Placement Program. Bridgeport Contract Program — full time job placement in career ladder jobs with opportunities for training, college tuition reimbursement programs and advancement opportunities for students who qualify based on grade point averages and attendance records.

GLOSSARY OF COLLEGE TERMS

Achievement Test (AT) (ACH) — An hour-long test given by the College Entrance Examination Board to measure ability in a specific subject. (15 subject areas offered)

Advanced Placement — College level courses taught in high school, following guidelines prepared by the College Board. Colleges may permit a freshman to receive college credit for such courses, depending upon his score on the national AP exam given at the end of the course.

American College Testing Program (ACT) — The ACT is one of the two major college entrance examinations (the other is the SAT). It is primarily given in the midwest.

Armed Services Vocational Aptitude Test Battery (ASVAB) — The ASVAB is an aptitude test given by the military services to measure the potential of students in electronics, mechanics, clerical, administrative and general technical areas. There is no obligation to join any branch of the service.

Associate's Degree — A degree granted by most two-year colleges and some four-year colleges at the end of two years of study. A student may earn the Associate of Arts or Associate of Science degree, depending on the course of study.

Bachelor's Degree — A degree granted by four-year institutions after completing four years of study. Depending on the course of study, a student may earn either a Bachelor of Sciences or Arts degree.

Candidate's Reply Date Agreement (CRDA) — A common date, May 1, is established as the earliest time a subscribing college may require an accepted applicant to decide whether he plans to attend.

Class Rank — Overall grade-point average of a student's academic work. End of junior year and 2nd marking period of senior year.

Consortium — Several colleges and universities in one area join together so that students may have the opportunity to take courses and use the facilities at all member institutions.

Cooperative Education — A program whereby students combine study with paid employment. Usually the student alternates one or more semesters of full-time study with employment in fields related to his/her major.

GLOSSARY OF COLLEGE TERMS *continued*

Deferred Admission — Under this plan, a student applies to a college and is notified of his/her acceptance during the senior year of high school. The student may then take a year off for travel, work, or other projects before entering college. The student must request permission from the college to defer entrance.

Early Decision — Some colleges notify applicants of their acceptance or rejection in the first semester of their senior year. There are two types of early decision plans: The *single-choice plan* and the *first-choice plan.* In the single-choice plan, students cannot apply to other colleges until they have been notified by the early decision college. In the first-choice plan, students may apply to other colleges, but agree to enroll at the college and withdraw all other applications if accepted. In recent years, many versions of E.D. have come into being and, it is therefore, essential to check each college's catalogue for its policy.

Education Testing Service (E.T.S.) — The organization that administers the S.A.T.'s, the P.S.A.T.'s/N.M.S.Q.T.'s, ACH's and A.P.'s.

Financial Aid Form (FAF) — This is a needs analysis form that all parents are required to fill out if they wish to apply for financial aid from any college. The form is submitted to the College Scholarship Service (CSS).

Guidance Information Systems (GIS) — The computer program that gives information on careers, two-and four-year colleges, and scholarships. Located in the Career Center of your high school.

Preliminary Scholastic Aptitude Test — This is a sample test patterned after the Scholastic Aptitude Test. It is an introduction to the SAT format.

National Merit Scholarship Qualifying Test (P.S.A.T./N.M.S.Q.T.) — This is a 2-1/2 hour test for the National Merit Scholarship program. It is also a practice test for the SAT. The scores are reported on a 20-80 basis.

GLOSSARY OF COLLEGE TERMS *continued*

Rolling Admissions — The college gives an admission decision as soon as possible (usually two weeks) after an application is completed. It is wise to apply early to such colleges, since applications are not accepted after the admission quota has been reached.

Student Aid Report (SAR) — This report is sent to you by the College Scholarship Service after they process your Financial Aid Form.

Scholastic Aptitude Test (SAT) — A 3-hour verbal and mathematics test used to evaluate students for college entrance. The scores are reported on 200-800 basis.

Test of English as a Foreign Language (TOFEL) — This test is designed for a student who does not speak English as a first language.

Transcript — A copy of your high school record from grade 9 to the present. An official transcript includes your class rank and average, significant school and outside activities, and bears the school seal and principal's signature.

This sample letter is prepared as a guide for you to use when requesting information from colleges and universities.

123 Main Street
Bridgeport, CT 06____
Date

Director of Admissions
Name of College
City, State Zip Code

Dear Sir / Madame:

I am a student at _____ High School in Bridgeport, Connecticut, and plan to graduate in June. I am interested in applying to _name of college / university_ and would appreciate it very much if you would forward to me an application, a catalogue, and an application for Financial Aid. I would also appreciate any and all scholarship and grant information you have available.

Thank you very much for you help.

Sincerely,

_____

FINANCIAL AID

"It is one of the most beautiful compensations of this life that no man can sincerely try to help another without helping himself."
Ralph Waldo Emerson
Financial Aid

FINANCIAL AID NOTES PAGE

*USE THIS PAGE TO MAKE NOTES ON **YOUR** PLANS FOR OBTAINING FINANCIAL AID*

FINANCIAL AID

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INTRODUCTION

Financial Aid is money awarded to students to assist in paying for the cost of an education at a particular college, university or technical school. It is based upon the individual family's ability to pay the cost of tuition, room and board, books and other expenses.

Financial Aid consists of grants, scholarships, low interest loans and college work-study programs that alone or in a combination pay for all or a portion of higher education costs. The amount of financial aid granted will vary from institution to institution based on the total costs of the college.

The Financial Aid Office of each college will attempt to provide enough aid so that the college becomes affordable.

THE FINANCIAL AID FORM

To be eligible for the most financial aid at the college you choose, you must fill out the Financial Aid Form (FAF). This form will be available from your guidance counselor after January 1.

The F.A.F. must be filled out **completely and accurately**. You will need to put together complete financial information concerning both you and your family.

To obtain this information you will need some or all of the following:

- U. S. Income Tax Returns from the prior year
- W-2 forms and other records of earned income
- current bank statements
- mortgage information — how much is your parents' home worth today and how much do they owe on it.
- medical and dental bills — the amount that was not covered by insurance.
- records of untaxed income such as AFDC, ADC, or social security

PROGRAMS FOR GRANTS AND LOANS

Pell Grant

Pell Grants are awards to help undergraduates pay for their education after high school. For many students, these grants provide a "foundation" of financial aid, to which aid from other Federal and non-Federal sources may be added. Unlike loans, grants don't have to be paid back. To apply for a Pell Grant, you simply check "Yes" to the appropriate question on your Financial Aid Form. Your financial information is then automatically forwarded to the Pell Grant Program and the institutions that you list in the spaces provided on the form.

To determine if you're eligible, the Department of Education uses a standard formula, revised and approved every year by Congress, to evaluate the information you report when you apply for a Pell Grant. The formula used to determine your Student Aid Index is too long to be included here.

You must submit all parts of your Student Aid Report to the college that you decide to attend. Your college will then credit your award to your account, pay you directly, or use a combination of these methods.

The results of these applications will be sent to the financial aid office of the college you plan to attend. The college financial aid office then determines the size of the award. Any financial aid you have already been awarded is then taken into consideration. Pell awards will continue to be limited to 60% of the student's cost of attendance with a ceiling of $2,300.

Supplemental Educational Opportunity Grants (SEOG)

A Supplemental Educational Opportunity Grant is an award to help you pay for your education after high school. It is for undergraduate students having the greatest financial need (with priority given to Pell Grant recipients), and it does not have to be paid back.

The Department of Education guarantees that each participating school will receive enough money to pay the Pell Grants of its students. An SEOG is different. Each school receives a set amount of money for SEOG's, and when that money is gone, there are no more SEOG's for that year. That's why it is important to meet the school's financial aid application deadlines.

Connecticut Independent College Student Grant Program (CICS)

The amount awarded through this grant will vary. This grant is for students who have financial need, are State of Connecticut residents and will be attending an independent (not State funded) college in the State of Connecticut.

College Work-Study Program

The College Work-Study (CWS) Program provides jobs for undergraduate students who need financial aid. CWS gives you a chance to earn money to help pay for educational expenses.

Your pay will be at least the current Federal minimum wage, but it may also be related to the type of work you do and its difficulty. Your total CWS award depends on your financial need, the amount of money your school has for this program, and the amount of aid you get from other programs. The financial aid office at the college you plan to attend is responsible for determining your eligibility and for arranging the job.

Carl D. Perkins Loan Program (formerly National Direct Student Loan – NDSL)

The National Direct Student Loan has been renamed the Perkins Loan as a memorial to Carl D. Perkins. The Perkins Loan is a low-interest loan to help you pay for your education after high school. These loans are made through a school's financial aid office. Preference is given to students with exceptional need. Check with your financial aid administrator to find out if your college takes part in the Perkins Loan Program.

Stafford Student Loan Program (formerly GSL)

A Stafford Student Loan is a low interest loan made to you by a lender such as a bank or credit union to help you pay for your education after high school.

The college will have to determine whether you are eligible for the loan. Students are also required to apply for a Pell Grant before eligibility is determined. You can get a SSL application form from a bank or a college. After you fill out your part of the application, the college you plan to attend must complete its section. If the bank agrees to make the loan, the lender will send the loan amount to the college in one or more payments. You should begin looking for a bank as soon as you are accepted by your college. After you submit your application to a bank and the bank agrees to make the loan, it usually takes 4 to 8 weeks to get your loan approved; so give yourself as much time as possible to complete the loan application process.

PLUS Loans and Supplemental Loans for Students (SLS)

PLUS loans are for parent borrowers; SLS's are for students. Both loans provide additional funds for educational purposes. The maximum interest rate for these loans is 12 percent; but interest rates may change, so check with your bank. Like GSL's, PLUS and SLS loans are made by a bank or credit union.

Vocational Rehabilitation Grants

Grants are awarded to physically or emotionally handicapped individuals through the State Department of Vocational Rehabilitation Services to attend any qualified college, trade or technical school. See your high school counselor to contact the DRS counselor serving your school.

STATE OF CONNECTICUT

DEPARTMENT OF HIGHER EDUCATION

Connecticut Scholastic Achievement Grant Program

This grant program established by the State of Connecticut Department of Higher Education, is oftentimes the first step a student takes in putting together a financial package that will help defray the cost of college. Once the student establishes eligibility, the grant can be renewed yearly. Applications will be available in your Guidance Department in the fall of your senior year.

The number of grants awarded is determined by available funding. Eligible students who are least able to contribute to college cost will receive priority.

Eligibility Requirements:
An applicant must:

1. be a legal resident of Connecticut;
2. be a citizen of the United States or a permanent resident alien;
3. be a secondary school senior or secondary school graduate;
4. have combined Scholastic Aptitude Test (verbal and math) scores of at least 1100, OR a cumulative class rank, at the end of the junior year for high school seniors and upon graduation for all others, in the top one-third of the class; and
5. not have been previously awarded a baccalaureate degree.

Eligible Institutions:
Students may use a Connecticut Scholastic Achievement Grant at any higher education institution in Connecticut, or in a state which allows its students to bring scholarship aid into Connecticut.

Award Notification:
Applicants who comply with application instructions and submit a Financial Aid Form released to the Connecticut Scholastic Achievement Grant Program CSS Code No. 0286 on or before February 15 will receive written notification in April concerning the status of their application.

Award Disbursement
All awards are forwarded to colleges for deposit into student accounts. One half is forwarded for the fall term after the college confirms the student's eligibility. The balance is sent during the spring term following confirmation again.

Awards may be applied toward tuition, fees, books, room, board and other legitimate educational expenses.

FINANCIAL AID CHECKLIST

If you think you need aid to continue your education, your chances of getting it are best if you apply in the right way at the right time.

____ **Ask for information about financial aid opportunities** and application procedures when writing to the admissions office of each college on your list.

____ **Make certain you know what analysis form to file.** The most commonly used form is the Financial Aid Form (FAF) of the College Scholarship Service. You can get this form from your high school guidance office or a college financial aid office. The forms are *generally* available in December, but they should not be filed until *after* January 1.

____ **Apply for a Pell Grant.** You can use the FAF to apply for this important federal program by checking the appropriate question on the form. There is no extra fee for this service.

____ **Review the acknowledgment you receive after submitting your need analysis form.** The acknowledgment from the College Scholarship Service will list the colleges and/or programs that you indicated should receive information. Make certain that all entries on the acknowledgment are correct.

____ **Respond promptly to any request for additional information** about your analysis form so that there will be no further delay in processing your request for aid.

____ **Check to see if other financial aid forms are required** by the colleges to which you are applying. Complete the forms as early as possible and return them to the college.

____ **Check for information about other aid sources.** In addition to the information found in this workbook, check with your guidance counselor, high school career center and library as well as the public library. You may qualify for a private scholarship, grant, or loan program based on academic achievement, religious affiliation, ethnic or racial background, community activities, hobbies or special interests, organizational memberships, artistic talents, athletic abilities, other special skills career plans, or proposed field of study.

____ **Find out if your parents' employers, professional associations, or labor unions sponsor any aid program.**

____ **Check with community organizations and civic, cultural, and fraternal groups** to see if they sponsor scholarship programs at the local, state, or national level. Also, check with local religious organizations, veteran's posts, businesses and industries.

____ **If either parent is a 100% disabled veteran,** or if either died during service or from a service-related injury, you may be eligible for special assistance. Contact the nearest office of the Veteran's Administration for information.

____ **Determine how payments from each aid source will be made to you.** Generally, payment of financial aid is made at the time you enroll. Find out if there are additional procedures or forms to file in order to receive aid.

____ **Pay close attention to award letters.** Carefully review any financial aid award letter you receive. Notify the college whose offer you are accepting, and inform the other colleges of your decision so that financial aid they reserved for you can be freed for other applicants. If you also receive aid notices from the state or federal programs, read them carefully and be sure to follow any directions they contain so that you can be certain of getting your aid.

____ **Explore alternatives.** If the college of your choice cannot provide you with enough aid to meet your full financial need or if your family cannot contribute what is expected, you may want to consider borrowing. Learn about loans – the interest rates, repayment schedules, and other terms and conditions before you apply. Government sponsored loans, such as the Guaranteed Student Loan Program, usually have the lowest rates and the most flexible repayment arrangements. If you do apply for a Guaranteed Student Loan, give yourself enough time (at least six weeks) to have the loan papers processed.

SCHOLARSHIPS

There are, in addition to financial aid programs, a tremendous number of independent and college-based scholarships available to you.

The following partial listing highlights some of the scholarships available to you from area universities and colleges.

Fairfield University

1. **The LaFarge Scholarship Program:** This scholarship is for minority students accepted at Fairfield University. It is based upon need and awarded by the University.
2. **The Pace-Barrone Scholarship:** This four-year scholarship is for a Bassick or Harding student who will attend Fairfield University.

The University of Bridgeport

1. **Presidential Scholarships:** These are two-year scholarships for outstanding academic students.
2. **Project Choice:** This program provides scholarships combined with cooperative work experience to pay for one year of tuition.
3. **Merit Scholarships:** Awarded to outstanding students based on their academic achievements.
4. **General Electric Foundation Teaching Scholarship:** Awarded to 5 students pursuing a degree in education and who will use that degree in the Bridgeport Public Schools.
5. **Elfun - Phillippe Scholarship:** Annual scholarship(s) to needy and worthy minority students of families residing in Fairfield County.

Sacred Heart University

1. **Bridgeport Scholars Program:** Students who are residents of, and attending a high school within the City of Bridgeport are eligible for this program. Students will be evaluated primarily on their rank in class and demonstrated financial need. Students must maintain 3.2 QPR for renewal.
2. **Diocesan Scholars Program**: For members of Diocese of Bridgeport only, students are selected primarily on their high school rank in class, the strength of their college prep program, GPA, as well as SAT scores.
3. **Multi-Cultural Scholarship**; Awarded to minority students based on academic potential, finacial need and leadership ability.
4. **Parish Leadership Program**: This program is for students who are admitted to the University and are active members of their parish. All awards are based on financial need and range from $500 – $2,000.
5. **Trustee Scholars Program**: Students for this program are slected primarily on their high school rank in class as well as the strength of their college prep program, G.P.A., as well as SAT scores.
6. **Endowed Scholarships**: Sacred Heart University, like most universities, has several endowed scholarships based on academic excellence.

SCHOLARSHIPS *continued*

The following scholarship applications will be available through the Guidance Department during the course of your senior year.

Alpha Phi Alpha: Zeta Phi Lambda Chapter – For minority students based on scholarship, need, leadership and potential.

Bridgeport Area Foundation – A series of scholarships awarded to Bridgeport area students.

Robert C. Byrd Honors Scholarship Program – Student who ranks in the top 3% of their class or have a score of 1400 or better on the S.A.T.

Cablevision Scholarship – One-year scholarship for students majoring in Business, Communications, Engineering.

Cape Verdian Women's Social Club Scholarship – Students of Cape Verdian descent who will be attending college full time.

Coca-Cola Scholars Program – For students with demonstrated academic achievement and leadership qualities.

Connecticut Home Economics Scholarship – Students intending to major in home economics or a related field (i.e., culinary, fashion).

Connecticut Society of Professional Engineers – Students majoring in Engineering based on grades and SAT scores.

Paul Douglas Teacher Scholarship Program – For students planning on a teaching career. Awards must be repaid if student does not teach.

DuPont Minority Scholarship – Minority students who major in an area of interest to DuPont. Based upon G.P.A. of 3.5 - 4.0, minimum SAT of 1200.

Educational Communication Scholarship Foundation - Based on GPA and SAT scores.

Fairfield County Public Relations Associations Inc.: (John Mognaham Memorial Scholarship) – High school seniors planning on attending college or students currently attending college.

Girl Friends Inc. – Black students residing in Fairfield County - based on a written composition.

Gould Foundation Scholarships – For female students graduating from Eastern Fairfield County. Based on financial need, leadership and academic excellence.

The Rosalind Leidy Scholarship – For students who have participated in the Migratory Program.

The Donald A. Lepore Scholarship – Based on academic achievement and awarded to a student who attended Barnum Elementary School.

The Christa McAuliffe Scholarship – Sponsored by the Bridgeport Education Association in memory of Christa McAuliffe for a student planning on entering the field of education.

Phi Delta Kappa Sorority – For students entering the field of education.

The William E. Stratford Memorial Scholarship – For students who have been members of the Boys' Club and Girls' Club and have been accepted at a post secondary institution.

Alpha Kappa Alpha Sorority Inc. – Black high school seniors who will attend a 4-year college. Based on academic achievement, character and accomplishments.

TESOL Scholarship – For students who have participated in bilingual or E.S.L. educational programs.

J. C. Price National High School Alumni Association Scholarship Foundation, Inc. – For students attending 4 year colleges after graduation from high school. Based on academic achievement.

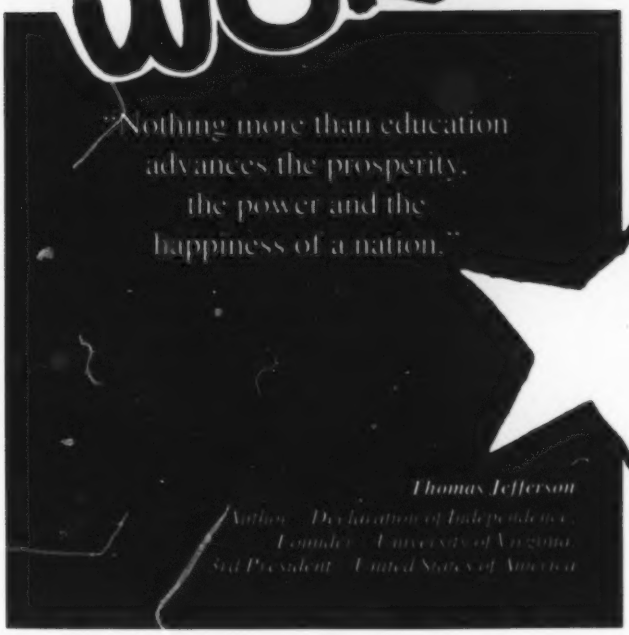
Futruro Scholarship – For Hispanic students, based on academic achievement and leadership qualities.

Black Rock Community Council Scholarship – For students from the Black Rock section of Bridgeport.

Mary McCann Bradicich Scholarship Fund – For students who have participated in Bilingual or ESL Educational Services.

Les Treize, Inc.: Business and Professional Women's Organization – For Black students from Bridgeport and Stratford who have financial need.

SOME FINAL WORDS


"Nothing more than education advances the prosperity, the power and the happiness of a nation."
Thomas Jefferson
Author - Declaration of Independence
Founder - University of Virginia
3rd President - United States of America

Dear Students, Parents and Friends:

Too many students who are capable of doing well in high school and going to college, don't! Some students need more encouragement or special help with school work, others need assistance with applying to colleges or completing financial aid forms.

Everyone can benefit from some additional help, but we are most concerned about students who may not continue their education without additional assistance. That's why we organized MAACS (Motivation for Academic Achievement and College Study). The program brings together college students and college professionals, business and community volunteers, all working with teachers and guidance counselors, students and parents. This booklet is just one example of how that cooperative effort has focused on supporting students and parents. We hope you find it helpful. Other MAACS activities include:

- Arranging for business volunteers to talk about a variety of career fields
- Organizing college interns to serve as student tutors
- Preparing volunteers to help students and parents with college applications and financial aid forms
- Utilizing college personnel to provide advice and answer questions

The Bridgeport Public Education Fund founded the MAACS concept and is working in conjunction with the Guidance and Career Center personnel at Bridgeport high schools.

Please check with Mrs. Andrea Kern (338-0517), MAACS Program Coordinator if you have any questions or require additional assistance. She is looking forward to hearing from you.

Sincerely,

August F. Serra
Project Chairman

PHONE NUMBERS

We provide these numbers for your convenience and encourage you to keep communications open between you and your Public Schools.

Bassick High School	Main Office	576-7350
	Guidance Office	576-7783
	Career Center	576-7731
Central High School	Main Office	576-7377
	Guidance Office	576-8365
	Career Center	576-7389
Harding High School	Main Office	576-7330
	Guidance Office	576-7347
	Career Center	576-7349

MAACS ADVISORY COMMITTEE

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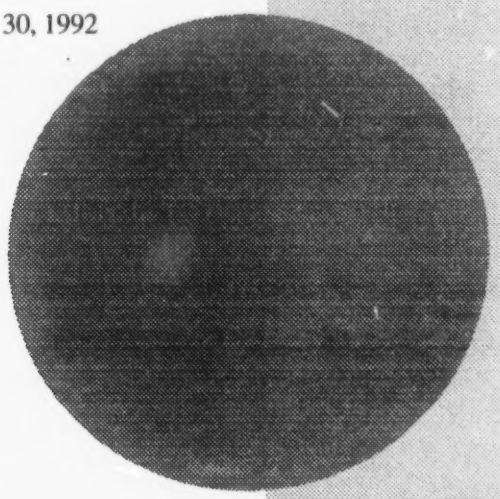
Michael Suntag, Board of Education Liason to Futures
William Vermeulen, Elfun Society, General Electric Company

STAFF
Andrea M. Kern, MAACS Project Coordinator

August 30, 1992



BRIDGEPORT PUBLIC EDUCATION FUND

GOALS

- *Increase the Community's Involvement* in and support for the Bridgeport public schools
- *Strengthen Communication* between the educational, civic and business constituencies
- *Deepen Awareness* of excellence in our schools
- *Encourage Teachers' Outstanding Efforts* through support for classroom projects
- *Develop programs* which will enrich and improve Bridgeport public education

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STAFF
Margaret Hiller, Director
Andrea M. Kern, MAACS Project Coordinator

This workbook is a product of the vision and direction of the MAACS Project Advisory Board. It was designed as a workbook to be used by the Guidance and Career Education Department Specialists at Bassick High School working along with the Bassick students who were selected to participate in the MAACS Project and their University of Bridgeport mentors. Since this initiation at Bassick in February, 1989, MAACS has continued to grow at Bassick and is now beginning operations at Harding. Mentor recruiting has expanded to include Sacred Heart and Fairfield University as well. We are also pleased that this workbook is being used by students participating in the Talent Search Program, which includes students in both middle and high schools.

Phyllis Garrison, Bassick Career Center Coordinator, and Charles Brennan, Bassick Guidance Coordinator deserve special credit and sincere thanks for the time, effort and expertise they devoted to the creation and development of this guide. We would also like to acknowledge the surrounding communities of Stratford, Trumbull and New Haven for sharing their College and Career Handbooks with us.

Tina Salvatore and Lorraine Hugya of the General Electric Company provided their expert word processing skills with patience, speed and smiles at all times. We would not be reading this without them — Sincere thanks to you both!

To Daniel Howarth–Coordinator, and Thomas McVety–Graphic Designer, of GE Graphic Communications, go our heartfelt thanks for the time, effort and enthusiasm they devoted to the design and layout of this workbook. They made a good thing the best it could be!

Finally, we want you to know that MAACS is a project of the Bridgeport Public Education Fund and was initially funded with an Elfun Society Challenge Grant provided by the General Electric Foundation. Subsequent funding has come from the Fairfield County Foundation and other corporate and educational foundations.